

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

September 9, 2020 – 6:16 p.m.  
In Person and Remote

Presiding: Comm. Kenneth Simmons, President

Present:

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

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

Comm. Manuel Martinez, Vice President  
Comm. Joel Ramirez  
Comm. Nakima Redmon  
Comm. Corey Teague

Comm. Arrington read the Open Public Meetings Act:

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

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

**Workshop Meeting  
September 9, 2020 at 6:00 p.m.  
In Person and Remote  
90 Delaware Avenue  
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

### **REPORT OF THE SUPERINTENDENT OF SCHOOLS**

Ms. Shafer: Good evening everyone. Welcome to the 2020-2021 school year. We opened schools yesterday and all of our students had the opportunity last week to receive devices. We received our partial order about a week and a half ago. We had our technology team as well as some volunteers work the weekend and prep those devices in order to disseminate them last week. We were open on Thursday until 8 p.m. and the same thing on Friday so that parents could receive the devices. I want to thank the parents. We know that in some places there were long lines. Unfortunately, the way the timing was for us to get the devices and get them prepared, they had to wait in long lines. For those who will receive refurbished devices, we want you to know that

as soon as the remainder of our order comes in and we prep the new devices, we will then switch them and everyone will have a new device. All of us have been working extremely hard to make sure our student's needs are met, as well as working with the parents and our Board of Education. On many occasions, Board members have complimented the team and everything that they were doing to prepare for September 8. We certainly appreciate your support. In accordance with the August 12 decision of this Board, our students will continue remote learning until November. On or about October 14, we'll provide to the Board the district's recommendation to either continue remotely or gradually open the buildings with our hybrid model. One of the criteria was based upon statewide data pertaining to the spread of COVID-19 as well as the transmission rate. We'll be monitoring all of that as we move forward. I just want to take a few moments to acknowledge all the folks that made what happened yesterday possible for our students. My cabinet has been in since March working on the in-person plan as well as the virtual plan. Also, regarding the facilities department, we received many compliments from our staff that went in on September 1 about the preparedness and the cleanliness of the building. Our technology department was able to refurbish the Chromebooks and also prep the new Chromebooks that came in so that every student will be able to have a Chromebook and start yesterday with one. Our food service department continues to provide meals twice a week. We're up to about 1.4 million meals total since March 17. We have a great group of volunteers who are continuing to provide meals to our students as we go through virtual learning. Our communications department is getting everything possible out to parents and to the community with all different types of social media plus the cable channel. The principals, vice principals, supervisors, central office – everybody was really working hard to get to where we are today. If you know anything about some surrounding districts, and I know a couple of Board members attended the Urban School Boards, we were really way ahead with having devices, having our plan in place and being ready. It really goes to all the folks that helped us. Our Family and Community Engagement Department is putting on parent workshops. We just had one last night and over 300 parents attended around Google Classroom and they will continue to do that. Curriculum and Instruction has done a great job of putting together the virtual plan and scheduling, as well as special education. Human Resources is where all of the staff members who need any type of accommodation are going. They're doing a great job with that. And then, of course, our legal department was guiding us through all of the different executive orders from the State and the restart plan from the Department of Education. I also want to thank all the staff that came in on September 1. We had around 77% who reported to receive the materials they needed so that they could start teaching our students yesterday when we opened up. It included resources, textbooks, and workbooks. Everyone who came in on September 1 received a mask from the district. Although many arrived wearing a mask, they also received one from the district. I want to thank our principals for enforcing social distancing. We were all assigned to two buildings and when we went into those buildings, we could see similar to what we have tonight where folks were six feet away from each other and listening to the principal and their presentation. I want to thank the staff for being responsible and maintaining social distancing as it was requested through the principal. Many staff members requested now to come in and teach from the classroom. We're happy to allow them to come in as long as they inform their principals and they observe all of the precautions against the spread of COVID-19, including wearing a mask, social distancing, and frequent handwashing. I would be remiss if I didn't acknowledge the support and the input from our parents. Over the summer, we had numerous community forms, surveys, and virtual events. In developing our reentry plan, many of the parents participated. Without the participation and input of the parents over the past six months, maybe we would not be in as good a position as we are today as we opened up yesterday. I want to thank all the parents who partnered with us and helped

guide our efforts to meet the needs of the Paterson students. Our reentry plans, both the virtual and the hybrid, have been approved at the county level. They are in compliance with CDC and the DOE. The social/emotional learning components of the plan will take place daily. Our teachers who came in on September 1 had professional development for the use of online tools and they will continue to have professional development as we move forward. Without a doubt, the silver lining for the district during this pandemic has been closing the digital divide. I want to thank Deputy Superintendent Peron, Chris Lewis, and Yacine Abada from our Technology Department for making this happen. I think everybody knows we had a couple setbacks with the original order and what happened in China. We were promised to have them in mid-August and then late August and so on. We were able to close the digital divide with our refurbished Chromebooks and then the partial order that we received. Again, once we get the remainder of the order, we will be swapping out the refurbished devices for new devices. We just ask the parents to be patient because we know that it's difficult when you see someone else with a new one. Everyone is going to have a new one as soon as we get the remainder of the order. There is some last-minute housekeeping about last year and that is the importance of returning paper packets that were not turned in in the spring. Many students have incompletes. We want to make sure that we turn those incompletes into passing grades. We want to remind parents to follow up with the principal at the school. They are there now so that if you need a packet, if you didn't finish a packet, if you lost it or if you don't have what you need, you can go to the school and you can get the packet. Your child can complete it, bring it back to the school, they'll get credit, and we'll be able to give them a passing grade. We want to make sure that everyone is following up regarding the packets. I want to let everyone know that we have a call center for any problems with Google Classroom. We had one person manning the calls. We added another one today because of the volume of calls. We want to make sure that we're answering and getting back to parents as quickly as possible. The Google Hotline is (973)321-0914. We also have an email address - [pmsgooglehelp@paterson.k12.nj.us](mailto:pmsgooglehelp@paterson.k12.nj.us). If any parents have any problems at all, call the hotline. We're getting right back to you as quickly as possible. We've now expanded it to two folks who are running that. Or send an email. We want to make sure that everyone's connected as quickly as possible. Our student meal distribution program will continue as long as we have virtual teaching and learning, or until we come back to school. It will continue to be at the eight sites. It will be Monday and Wednesday from 10:00 to 1:00 and you'll get enough meals for the week. I want to personally thank the volunteers who are continuing to help us out. Principals will be posting on the outside of their building the hours that they are available to meet with parents or come to the school and get something that they need. It's going to be set up with a table outside, social distanced. Whatever the parent needs, they make the request and we have folks in the building that will get them whatever they need. If it's a change form for an address, if it's to log on to parent portal or pick up a device, all of that will be available to the parents. They'll also be putting out a Robo-call and announcing to their parents the dates and times so parents can come in and do whatever it is they need to do with the principal. I want to let the parents know that we want to help you in every way possible. We know this is a very difficult time to transition to all-remote. We're here. We know that a return phone call or email is very important and so we want to make sure that happens as quickly as possible. As Board members, if you have parents reaching out to you, send us an email, a text, give us the person's name and number, and we'll reach out to them and try to help them as quickly as possible. I just want to say that I think it's going to be a great year. I know we hope to come back as soon as possible in person. We want everyone to continue to take care of themselves, the frequent handwashing, wear your mask wherever you go, social distance, and try to avoid crowds. Maybe the pandemic changed the way we provide a free and appropriate education, but it certainly hasn't stopped our ability to do so. We're

going to continue to all work together and continue to do everything we can for the benefit of our students. Thank you all for listening. Again, reach out to us if there's something that you need. God bless all of you. Thank you. Susie, do you want to add anything about the Chromebooks?

Ms. Peron: If later on we have any questions, I do have numbers. I worked closely with Chris and the team. I can provide details for you if you need some. We still don't have an estimated time of delivery for the remainder of the Chromebooks that are coming from the company. We're working closely with them to ensure that they know that we still need them. The distribution went well. I'm collecting the numbers from the principals on how many Chromebooks were distributed that Thursday and Friday, and how many kids are still awaiting. There are a number of children who still haven't gone to pick up a Chromebook. I'm having principals follow up with those families to see if there is a hardship for them coming down to pick them up, or is it that their child has a device at home. We would like to know that. They are available at the schools. I'm working closely with the principals. They really did a wonderful job in reaching out to their families and handing out Chromebooks the best they could under the conditions, two days. It was a massive undertaking. I'm proud to say that everyone really came together and worked hard to get those Chromebooks out there. Every day we experience something different, something new, with Google Classroom, logins, or Gmail passwords that kids are forgetting. We're really just trying to work the best that we can. I ask parents to have patience, really plan ahead, and set up a nice area for their children at home so that there are less distractions and things like that. We're working hard to really try to support parents. We had a wonderful workshop last night. Tomorrow is part two. We are actually conducting the training as if the parents are the students and logging into a Google Classroom and breakout session so that they learn and they see what their child is going through. We plan on doing more and more workshops for parents and teachers around virtual learning because it is a heavy lift and it's something new to all.

## **REPORT OF THE PRESIDENT**

Comm. Simmons: Thank you. As people and Board members are aware, we took a meeting break. We really didn't take a break. We were still working. We just took a break from meeting. A lot of Board members didn't know why. The Vice President and I called an audible with the meeting schedule. Since March, we've been meeting a lot, having a lot of conversations and phone calls. The pandemic basically consumed our lives. While we were still meeting to make sure that the district performed and they were doing the right thing by our scholars, our parents, and our community, we still had to deal with things personally. I know I talked to most Board members during that time. I've been talking to my Vice President and a couple of other Board members and they told me I needed the break. I lost 26 people that were family members and close friends. I remember having a conversation with the Vice President and he talked about the number of funerals that he had to perform. I think he had 50 funerals in one week. Talking to Comm. Castillo-Cruz and her position with the city with all that she had to deal with and Board members being affected, their employment being affected and working differently, and Comm. Redmon with social services dealing with the number of clients that she had to deal with, it began to consume us and I wanted to make sure that in all of that we took care of our mental health. Even though we kept working, having a meeting is different because you are stressed. I think the public began to see our frustrations, which bothered me. We began to look like another body. I won't go into detail, but I think you all know what I'm talking about. I wanted us to take a break from the meetings but not the work. I'm not sure if everyone understood that we were also frustrated with the things that were happening or the things that weren't happening so it

was important to just take a step back and take care of our mental health and I will say that for anyone. We want to make sure that students are doing that. We want to make sure that parents are doing that. In all of this, our mental health is important. I don't know how the Superintendent and her cabinet have done it. I don't know what the cabinet meetings are like. I don't know if they're at each other's throats, but I can imagine. It is important that we take the breaks and I really wish the Superintendent can take a day off. Even the Deputy, working hard and making sure that we're doing the things that we're supposed to do and making sure that their team is getting things done. I don't think people realize that this cabinet has worked nonstop. I recall some Saturday and Sunday meetings. They've worked nonstop to make sure that we can get to this point. There's still a lot of work to do. This is just the beginning because this is the new normal. This is just the beginning. We still have to get through making sure that we educate our scholars. It's even tougher now. We have to make sure we deliver. The Superintendent touched on the refurbished Chromebooks. I really want people to understand that we invested in software a couple of months ago that would convert other devices into the Chrome OS. That was so that we wouldn't have to get rid of devices. It was our own way of recycling devices. We knew that we would have a large order of Chromebooks coming in, but we also know that Chromebooks break. They have to be repaired and we wanted to make sure that students still had a device. The choice is you either go back to paper packets or we hand out the refurbished devices until the new devices come in. I want to be clear, just reiterating what the Superintendent said, when the new devices come in those scholars that received refurbished devices will receive a new device. There was also some concern over whether or not certain schools got new devices. During this, there were a bunch of groups in the city and churches giving out Chromebooks. When St. Luke's gave out devices, there was a question of why did School No. 6 get new devices. I want to be 100% clear, that was not the district. That was St. Luke's in partnership with the Mayor and another organization that gave out those Chromebooks. That was not the district. Just like NJCDC gave out Chromebooks and a number of other organizations purchased Chromebooks and gave those out to students. They may have been in different wards or near different schools, but that was not the district giving out those Chromebooks. I want to make sure that people understand that. For the Board, the Superintendent and I talked about this. Cheryl, did we call all of the Board members about the training? There's a Board training potentially scheduled for either October 1 and 2 or October 1-3. The 3<sup>rd</sup> takes us into a Saturday. It's a nine-hour training which starts on a Thursday. We could either do a four-and-a-half-hour training on Thursday night and Friday night or do three three-hour trainings on Thursday night, Friday night, and most likely Saturday morning. It's not set in stone, but I need to know what the consensus of the Board is.

Comm. Capers: I think that we can use this opening weekend for high school sports.

Comm. Redmon: For a nine-hour training, I just don't think I can do it in two days because I'm working during the daytime. By the time we do get home from work, we'll probably be logging on 5:00 or 6:00 in the evening and that's four hours. I think it would be best that we do three days if we have to do nine hours. It will give Board members enough time to log on for the three hours and just continue to do what we need to do. I think the last training that we did have was a Friday and Saturday morning anyway. I think the three days would be the best.

Comm. Castillo-Cruz: I'm in bed by 10:00 nowadays. I'd say let's keep it to two days. On Saturday morning I'm usually at work anyway, but whatever the Board decides.

Comm. Capers: Is this a mandatory training?

Comm. Simmons: It's strongly suggested.

Comm. Redmon: If you remember back in January when we first sat down, this was the Board retreat. This is the second part of your retreat. This is not mandatory, but it is likely that all Board members should attend.

Comm. Capers: For me, if everything goes as well, that's opening weekend.

Comm. Simmons: If I'm not mistaken, these are the dates that the trainer has available.

Comm. Capers: What we are doing is not computerized? It's a live training?

Comm. Simmons: It's a live training.

Comm. Ramirez: I was just going to piggyback on Comm. Capers. If you have already hired this consultant, it is what it is. Usually we can log in to some membership we can purchase and just do it on our own time by a deadline, if it's just governance. Many institutions do training like this.

Comm. Simmons: It's governance in a way that we need governance. It's tailored to our needs.

Comm. Ramirez: I get it.

Comm. Simmons: It's tailored to our needs. It's the same trainer that we had before.

Comm. Martinez: I would perhaps suggest that everybody email Cheryl on the best availability that they have. Whatever the consensus is, Cheryl will share it with the rest of us and we'll make it do what it needs to do.

Comm. Simmons: One last point and then the Vice President will chair the rest of this meeting. I'll sit back. I just want to make sure that all Board members received the email from the Superintendent regarding district visits, telephone calls, and requests for information. We want to make sure that we are following protocol. Following protocol keeps us out of trouble, especially as we're going back into local control. We just want to make sure that we respect the administration because they do have a job to do. Follow the protocol as it relates to those items.

Comm. Martinez: Thank you, Mr. President. I don't want to rehash but I just want to cosign a lot of what was said here this evening by our Superintendent, Deputy Superintendent, and our President. If there's one thing this pandemic has taught us it's the notion of resolve. We've all been tested and I think we've all come out for the better through this situation. We will all be better off for this and we have strengthened our resolve throughout these tireless months. Again, thank you to all the cabinet members, the Superintendent, the teachers, the staff, and the families. Thank you for your patience and diligence. Reflecting back on these last couple of weeks, they have been testy and I just want to be very clear about some gray area about this Board's position on certain instances as it pertains to the August 12 resolution for us planning to go virtual but then also wanting our teachers to come in on September 1. I want to state very clearly for the record that this Board has been in complete and total support and in lockstep with our Superintendent, with the cabinet, and everyone involved. There has been no discord whatsoever. We have been in constant communication and in constant support of each other's decisions as we move forward. I just want to put that on the

record and be very clear about that for anyone who perhaps was unsure about the way this situation was unfolding. They were clearly communicated and fully supported 100% of the way. I just want to make that very clear before I turn it back over to our Superintendent for Presentations and Communications, Goal Setting Session II.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Goal Setting Session II**

Ms. Shafer: We have six goals that we want to present. I'm going ask that the cabinet level administrator in charge of that goal gives you a brief description about the goal. Then we can move forward and make a decision as to which goals the Board wants us to use for the 2020-2021 school year. We'll start with the reentry plan.

### **Goal #1 – Reentry Plan**

Ms. Peron: The reentry plan is to develop, adopt, and ensure implementation of a comprehensive reentry plan. Of course, you all have received the reentry plan. I think the action plan for Goal #1 outlines all the specific tasks that need to be done. Although the plan is developed, the implementation of the plan is really where the work is at. There are several departments and several administrators who are responsible for tasks in accordance to the plan at different times of the year and throughout the year. We thought that it would be appropriate to propose Goal #1 as the reentry plan so that we can continue the implementation with fidelity to ensure and address the academic, the operational, and the social/emotional needs of the staff, students, and our families. That's Goal #1. Specific to Goal #1, you did receive the action plan that was attached with all the tasks, persons responsible, completion dates, and performance measures. Each of the tasks does have a specific measure. Most of them for this plan are qualitative and some are quantitative that can be measured. That's for Goal #1.

Ms. Shafer: David Cozart, are you on?

Ms. Peron: Mr. Cozart, would you like to add to Goal #1?

Mr. David Cozart: (Inaudible)

Comm. Martinez: Dr. Hodges, can you hear me? We're hearing you very faintly, but please go ahead and ask your question.

Comm. Hodges: At the goal setting meeting that we had we presented a thorough discussion and offered two goals. What happened to that information?

Comm. Martinez: You're asking what happened to those two goals that were proposed, is that correct?

Comm. Hodges: Yes.

Comm. Martinez: I'll repeat the question. At the original goal setting meeting, there were two goals that were presented. What occurred with those two goals?

Ms. Peron: I think Dr. Hodges is saying that of all the goals that were proposed, there were two specific goals that were proposed from those Commissioners that were present that evening. I think that's his question. He's saying what happened to that proposal.

Comm. Redmon: I'm a little confused. I don't think all Board members got the two proposals that he's talking about.

Comm. Capers: That's what he's asking, Mr. President. At the first goal setting, we changed some things. We asked for information and we came up with two goals. What happened to the information that was requested and the two goals that were proposed?

Comm. Simmons: I think at some point we no longer had a quorum.

Comm. Capers: We finished.

Comm. Simmons: You couldn't have finished because we didn't have a quorum.

Comm. Capers: We finished the goals.

Comm. Simmons: I don't know what they are. What are they?

Comm. Martinez: Dr. Hodges, do you recall what those two original goals that were proposed were?

Comm. Hodges: Yes. High school restructuring, a revision of the curriculum, and you combine the last part of science with the curriculum.

Comm. Martinez: Dr. Hodges, do you have a copy of the document that we have in front of us with proposed district goals?

Comm. Redmon: It looks like it's #3 and #6 that he's referring to.

Comm. Martinez: Dr. Hodges, in front of us we have six goals that were presented. The two goals that you just spoke of are on that list.

Comm. Hodges: Exactly. We decided to combine the science and the curriculum and add that.

Comm. Martinez: Both of those items are indeed on the list of goals.

Comm. Hodges: Will we have the discussion all over again?

Comm. Capers: I'm trying to help you. What he's saying is we added math and English for those to come up. The quorum of the Board was there. We wanted more data in terms of upping the graduation rate to 3% to 4%. We're waiting for the data on where Paterson falls in New Jersey and in the county in terms of all of that. We never received that information and we're having another discussion from scratch.

Comm. Hodges: In addition to that, on the science, what you have there is not a goal. It is an action plan.

Comm. Capers: It's a walkthrough.

Comm. Simmons: I think I remember saying this. Our job is to approve the 'what', not the 'how.' I think we're focused on the 'how.' Our job isn't to focus on the 'how.'

Comm. Hodges: No, we're not.



Comm. Simmons: When you say action plan, you're speaking to the 'how.'

Comm. Hodges: I'm saying to enhance and monitor science instruction is an action plan. It's not a goal.

Comm. Simmons: Remember, during the Superintendent's evaluation, because this is where this came from, there was a question about the fidelity of the delivery of curriculum. If we're talking about curriculum, I think we're talking about making sure that it is followed and delivered with fidelity. That's the question. How do we make that a goal?

Comm. Hodges: That's your question, that's not mine. My question is how does the Board monitor and assess...?

Comm. Simmons: That was answered in the last meeting. Remember, we did not have state assessment this year. It would be monitored based on what the assessment scores would be. That's how you monitor it, but because we didn't have one...

Comm. Hodges: With all due respect, Mr. President, what we were told was that they were going to have a 10% increase...

Comm. Simmons: That crosses the line into the 'how.' Our goal is to monitor the assessment. If I remember correctly, the assessment would be how you monitor it. The 'how' is how they're going to monitor it. The administration would make sure that the curriculum is delivered with fidelity. It's to increase the levels of walkthroughs. That is the 'how.'

Comm. Hodges: But we didn't offer that. They did.

Comm. Simmons: It's still the 'how.' How do we monitor whether or not the curriculum is delivered with fidelity? That would be through state assessment.

Comm. Martinez: Dr. Hodges, if I may. What I'm observing to be the disconnect here is who is going to oversee the execution of the goal. Is that essentially what you're asking?

Comm. Hodges: No. What is the goal? What exactly is supposed to happen? What are we supposed to say did happen or didn't happen?

Comm. Simmons: I think you're going back to the 'how.'

Comm. Hodges: No, I'm not. I'm saying what will we be monitoring? What do you measure?

Comm. Simmons: We measure through state assessment.

Comm. Martinez: We measure outcomes.

Comm. Simmons: Right. That's the outcome.

Comm. Hodges: What we did was combine #6 and the curriculum.

Comm. Martinez: Yes. Those are two separate standing goals.

Comm. Capers: But Manny, we combined them.

Comm. Simmons: At some point, I was no longer on that call and I couldn't get back into that meeting. There was no quorum and at the point where I was on the meeting, they weren't combined. It kind of forces us to start all over.

Comm. Martinez: I think we may be missing the point here.

Comm. Capers: That's what you need to make clear. At what point did you leave the meeting?

Comm. Simmons: During the time that I was on the meeting, those weren't combined. That's why I asked early what the two were. You said that there were two introduced. I said I don't know because I wasn't there. I was asking what they were.

Ms. Shabazz-Charles: I waited because I wasn't clear on the question. Just so that it is clear, since the last meeting ended without any formal action, obviously you're going to have some of the same discussions, but what happened in the last meeting to some degree is irrelevant as far as what you are doing now. If these are issues that you want to discuss, by all means we can discuss them, but things from the last meeting don't carry over into here.

Comm. Capers: That's what you need to explain to Dr. Hodges. In our minds at that meeting we talked about all these different goals. Dr. Hodges is saying that he's confused and I was confused as well. We talked about all of this stuff. We heard all the presentations. That's what has to be explained. That meeting is now null and void.

Comm. Martinez: Not especially because the items are still there.

Comm. Capers: I'm saying what was discussed because we had a two to three-hour meeting. We had discussed all these different plans and goals. We went into depth with the administration about these different goals. We talked about it and we asked for information. We never got that. What Counsel is saying is that it's null-and-void because there was no quorum but that's what has to be explained to Dr. Hodges. That's why he's going off on a limb. We talked about this and this.

Comm. Martinez: I heard Ms. Shabazz-Charles explain it. Again, we are going to continue the discussion. I think the point that we are missing is while the exact verbiage and language that was discussed there maybe didn't translate onto this document, it's all still here.

Comm. Capers: Correct.

Comm. Martinez: It's all still here. Again, I'm unsure as to how that plays. It's all here. It's not like we removed items.

Comm. Redmon: I think the whole confusion may be because I don't think it was an actual meeting. It looks like this was probably done in committee. I don't recall all of us getting this.

Comm. Simmons: We did have a quorum to have the meeting. At some point during the meeting, I was dropped from the meeting and I couldn't get back in. When I was able to get back in, I couldn't be heard and then I was dropped out again.

Comm. Redmon: This was an actual meeting. Once you dropped off the meeting, it went into committee action.

Comm. Simmons: No. There was no quorum.

Comm. Redmon: I got it. I got the meeting minutes, but I never got the outcome of that meeting that you guys had. This is where I was getting confused. Thank you for the clarity.

Comm. Castillo-Cruz: I know this was a meeting. I was away. Can we just go back to Goal #1 and have this discussion? Then whatever was added at that meeting by Comm. Hodges and Comm. Capers, you can reiterate. Then we can have a full-on discussion because the entire Board wasn't present that day anyway. Can we go back, Mr. Vice President?

Comm. Martinez: Absolutely. Bring those items back to the table for conversation right now. Again, those items that were discussed are the goals and if there's more we need to add to it, we can add to it.

Comm. Castillo-Cruz: Correct. Can we just keep on with the presentation that Madam Superintendent and her cabinet were giving? Then, we can follow up with details. I don't know about you guys, but I have no idea what Mr. Cozart said because the volume was very low. I was having a little bit of difficulty.

Ms. Shafer: David, could you repeat what you said and speak up because it wasn't coming through clearly? It's the volume.

Comm. Martinez: Mr. Cozart, you can try it again speaking a little bit louder into your device.

Mr. Cozart: As you see from your action plan regarding Goal #1, a lot of activities have already been completed. However, we have to revisit each item in preparation for November opening. We still have a June, July, or early August end date. A lot of them have to be revisited in preparation for our November opening. We have to revisit each item to see how we can improve upon what we have learned thus far in preparation for our opening and ultimately plan for reopening.

Comm. Martinez: I hope everyone was able to hear that. Do we have any questions thus far about Goal #1? Mr. Cozart, can you hear us still? Comm. Capers has a question he's going to present now.

Comm. Capers: This is a question for everyone on the Board. Mr. President, I think we had this discussion while you were here on that call. The reentry plan is a district goal. It's part of their job and duties to make that happen. The reentry should not be a district goal. That's when we had that discussion. Do you remember?

Comm. Martinez: I think to some extent all of these are our responsibility. This is something that should be made as a goal in order to have our buildings ready for reentry.

Comm. Capers: You said to bring up the discussions that we had.

Comm. Martinez: That's fine.

Comm. Simmons: Essentially, because we are starting over this is now a discussion. What was discussed in the last meeting, bring it back to the floor for discussion. I'm not sure who that question is directed to.

Comm. Capers: It was to the administration. I don't know if Mr. Cozart or the administration can answer. Why is this listed as a district goal?

Comm. Martinez: Dr. Hodges, I hear you. Comm. Capers asked a question. We're going to allow our Superintendent to answer and then I'll come back to you.

Ms. Shafer: The reason this is a goal is because this is the new norm to do teaching and learning, to do assessments, and to do teacher observations. All of that is part of the reentry plan to make sure the facilities are open. There's a huge checklist that has to be gone through to make sure that you're ready to open. That's why it's a goal. We have the plan. It's the implementation of the plan to make sure that everything goes according to the plan. It's more about the implementation of the plan, learning laws that students are able to catch. They will be able to target certain areas for different students based on the assessment that we do, find out where they are, getting everybody back in the building safely, and contact tracing. It's all part of the plan. It's a new norm. It's a new way of educating children. Even though the plan has been put in place, it's more about the implementation and how we go about doing that once we decide to open whether it's hybrid or not.

Comm. Hodges: To the Superintendent, if we do not adopt the plan, are you going to not implement the plan?

Ms. Shafer: The plan was already approved by the Board and moved on to the county for approval.

Comm. Redmon: To get clarity, I think this is what we voted on at the last Board meeting. This is just the presentation from the administration at this point.

Ms. Shafer: This isn't the plan. This is the implementation of the reentry plan. The goal is the implementation, not the plan. The plan has already been developed. If you remember, we had a two-day retreat with some Board members where that was approved by the Board and moved on to the county for approval. This is more about the implementation of the reentry plan.

Comm. Hodges: I understand that. If we do not vote on this particular goal, are you not going to implement it?

Comm. Martinez: We're not voting on this.

Ms. Shafer: It's going to happen. We're not just going to let the graduation rate go down. All of these goals, one way or another, are going to be addressed. As I listened during my evaluation, I heard loud and clear what some of your concerns were. We developed them into goals and we presented it to the Board for you to pick three of these goals. The other three that you don't pick, we're going to do as well. We're just explaining the goals as we go through them and #1 is just the implementation. Mr. President, I would suggest that you let us go through them and then the Board can discuss which ones they would like to do.

Comm. Martinez: Fair enough. What we can do is just jot down any questions that you may perhaps have on any of the items that are to be presented. At the end of the presentation we can address those concerns. This way, we'll be able to get through this in a timely fashion. Let's continue that.

Ms. Shafer: I'm going to ask for the high school graduation rate, Sandra Diodonet.

### **Goal #2 – High School Graduation Rate**

Ms. Sandra Diodonet: Good evening, Commissioners. This is Goal #2. It's the action plan and the goal is to increase the cohort for student high school graduation rate by 2% for the 2020-2021 school year. There are five action steps. The first one would be to meet with district administrators on a consistent basis to review the tasks of the action plan. That already began back in June because it's a working number when it comes to the cohorts. We have to look at juniors, current seniors, and even freshmen. It's an ongoing process. We would analyze the data and intervene when necessary, looking at the at-risk students to make sure that we don't lose them along the way, looking at Credit Recovery students, conducting credit audits for the juniors and seniors, and really implementing any alternative means to ensure those graduation credits are there. We will continue with our biweekly meetings with the principals for our seniors. Currently, I don't have the 2020 cohort data because that doesn't come out until about October. Are there any questions?

Comm. Martinez: We're going to hold the questions until the end of the presentation. We can move on to item No. 3.

### **Goal #3 – Restructuring of High Schools**

Ms. Peron: This is a resurgence of the high school restructuring goal that we had adopted last year and cancelled out due to COVID and all of the work that went around virtual learning, packets, and all of that. We proposed the restructuring and redesign of high schools inclusive of their program offerings and the organizational structure. Unlike last year, we proposed this as a three-year plan in three phases. This one will be in one year and the action plan is attached. If we do adopt it, we have already developed meeting dates and are working on student surveys and all of the other work that goes into it. To restructure the organizational administration level is really difficult to do and needs to be done as soon as possible, as well as the programs and to decide on what we will do with our existing academies, whether we strengthen our academies and our course offerings or do away with some and adopt some different types of academies in the district. The action plan is here in front of you. It should begin now and goes into the summer. There is a lot of revision to do and a lot of data that was collected. I did provide all of the high school data in terms of staffing, assessment, program, and course offerings during our retreat in November. I prepared a binder for the Board and we can still use that data to make some informed decisions around course offerings and programs. This is high school restructuring as a goal that would be completed by the end of this year in terms of restructuring the organizational administration personnel.

### **Goal #4 – Fidelity in Implementation of District Curriculum**

Ms. Cicely Warren: Good evening, Commissioners. Goal #4 is to ensure the fidelity in implementation of the district curriculum by increasing classroom walkthroughs focused on the alignment of instruction to lesson plans. We have multiple tools that are used for various purposes regarding instructional feedback. One of the tools is for performance

appraisal. We also have walkthroughs which are for the purpose of feedback and professional development. There are specific standards and indicators in each of those tools which are directly correlated to curriculum implementation. There is a wide range of other indicators that in those tools, but this goal is about curriculum so we are going to focus specifically on the standards related to curriculum implementation. There are also standards in the administrator's observation tools which are related to curriculum implementation and supervision of instructional program as well. If it's Standard B in the principal and vice principal rubric, it would be Standard I in the supervisor rubric, so on and so forth. We would collect data relative to those specific standards, determine a baseline, and reassess that data after each round. Then we would develop improvement steps and assess coaching needs to ensure that the curriculum is implemented with fidelity.

### **Goal #6 – Science Instruction**

Ms. Joanna Tsimpedes: Good evening, Commissioners. Goal #6 centers around science instruction and increasing the number of walkthroughs that occur in science and virtual Google Classrooms to ensure that the district curriculum as well as professional development that has been provided to the teachers is implemented with fidelity. One of the most important things to do is to ensure at the lower grades, because our teachers teach multiple subjects, to make it noted that we will be visiting during a science class versus going in during another class for walkthroughs. Generally, we see that walkthroughs are done with math and ELA. If a teacher teaches multiple disciplines, we want to go in when science is occurring to ensure that the K-5 teachers in those grade levels, because they are generalists and teach multiple grade levels, that we're able to visit the classrooms, provide feedback to the teachers as well as use that feedback to direct us at central office on what needs to be corrected, what's working, and what's not working. That is Goal #6. It's to make an increase of science walkthroughs, predominantly K-12, but focusing also on K-5, to ensure that teachers have the support they need and that they are implementing the strategies provided to them by the teacher coordinators, science supervisors, and by professional development they have attended.

### **Goal #5 – Student Participation Level in Remote Learning**

Ms. Cheryl Coy: Performance Goal #5 is to increase the level of engagement of all students, pre-K through 12, as measured by students' participation in remote learning. Growth will be measured from the 2019-2020 Google Classroom data. Teachers will be provided professional development in the utilization of G-Suites for Education to ensure that all teachers have a standard level of proficiency, particularly in the areas of Google Classroom. Teachers will schedule Google Meets and post assignments via Google Classroom platform. Students will respond to a daily post on Google Classroom in the area of social/emotional learning which will be utilized to monitor remote learning and daily attendance. Students will submit assignments via Google Classroom, participate in online discussions, and communicate with teachers via the student district issued email and G-Suites for Education platform. Students will participate in digital intervention platforms with fidelity, for example, Achieve 3000, Imagine Math, ALEKS, and Read 180.

Comm. Martinez: Thank you, Ms. Coy. At this time, we will address questions item by item. I think we addressed item #1. Are there any other questions? Ms. Coy is here. Comm. Teague, if you're still with us, you had a question for Ms. Coy. We'll work backwards being that she's here. We'll allow Comm. Teague to start with his first question on item #6. Then we'll go to #5 and we'll go from there.

Comm. Teague: For Ms. Coy, I think there might be some parents on that are listening. Is there any way you can assure them that your department is working as hard as you can to try to assist? There are a lot of parents calling me saying they are having issues with their children who have a hard time focusing in the classroom. At home it's pretty much impossible and they're worried that their children are going to relapse and regress because of what's happening right now.

Ms. Coy: We know that it is pretty tough for students who have a hard time focusing as well as students who have communication issues. Supervisors are definitely monitoring the classrooms, working with teachers, and even working with parents where additional support is needed. We have behaviors and intervention referral specialists who are also supporting teachers as well as the parents in areas that they are struggling with in remote learning. If they reach out to us, parents get an immediate response to some level of support, whether it's from central office or from school-based administration or supervisors. If you have a list of those parents and you would like to share that with Ms. Shafer so that we can follow up, please send us that information.

Comm. Martinez: Thank you, Comm. Teague. Are there any other questions from the Commissioners regarding item #5?

Comm. Simmons: I know I'm looking at Ms. Coy, but I'm not sure if she can answer the question. There are things that I've heard today about students sharing Meet links. I'm not really sure how we tackle that. I know we have to establish some discipline around that. I don't know how we are going to deal with that. I don't know that there is a way to restrict or force the entry into a Meet for students who are using the Paterson Public Schools address. I don't know that you can do that with Google. I don't know how to do that going forward.

Ms. Peron: We're collecting all the information now. We have had several instances of intruders. Students sharing their Google Meet codes to get into other Meets that are not their own, that's what's been happening. Google does not have a function that restricts that. Nor does Google have a function that when a child is disruptive the teacher can mute them, but the child can unmute themselves. That doesn't exist in Google Meet. We have been talking about this and discussing it. We developed a standard operating procedure and some things around discipline. I know that Mr. Zaydel has been working with us on that document to come up with a progressive discipline for students. There are different actions that need to be taken. I don't know if Mr. Zaydel wants to share that, Ms. Shafer. Tonight, we can share a draft and some points that we have been discussing in cabinet around this.

Mr. Zaydel: We're well aware of reports of students with PPS email accounts who are accessing these scheduled Google Meet sessions for classes that they are not enrolled in. Although it's not possible through Google Classroom to prevent them from entering as long as they're on our domain, it's a feature that Google is beginning to roll out. There was an article in August saying that they plan to make that available shortly. In the meantime, Chris Lewis and I have explored several options including an add-on for Google Classroom that creates a waiting room so that teachers can admit only the students in their classroom. Another option would be to rely on Google Meets as a separate standalone app in conjunction with Google Classroom that will then use the version of Google Meets that's available through Google Classroom. In any case, we are working on it as well as disciplinary consequences. The SOP we developed categorizes intentional disruption of a Google Meet session. Since it's disruptive behavior, it is punishable as a Category I offensive for a first infraction. The

consequence would be a call to the parent and an explanation that consequences will escalate if this happens again. For a second offense, the student's technology use and Google user account will be suspended for a week. They'll have to do only paper packets, picking them up in person from the school principal and returning them to the school principal in person. If it happens a third time, they will lose their technology privileges for the rest of the marking period. That is the procedure we have worked out so far. Nothing is final.

Comm. Arrington: Are they anonymous when they come into our classrooms or can we see them?

Comm. Simmons: If I'm not mistaken, you can't get into the classroom or the Meet unless you have a PPS email address.

Comm. Arrington: We know who they are.

Comm. Simmons: You know who they are. That's what I asked about the discipline because we know who they are. I think, for whatever reason, students believe that we don't know who they are, but you can go to a log and see who entered a meeting.

Comm. Capers: As my day job I do discipline for another district. This is going on all over. Kids are just doing different things. Teachers do have the ability to remove a kid. Google does allow that as well. If a student is misbehaving or if there's somebody that's not on their roster, if they see that name that teacher can remove that person. I think that's what we have to be tougher on. We know that we are learning by the day. I get that. Every day is something. Tomorrow something new might come up. That's what kids do. Everybody has to understand that, from the community, to the Board, and to the teachers. Everybody has to understand that kids are going to do things and find loopholes in the system. This was one of them. Google does have that function where teachers can remove the student.

Comm. Martinez: The whole situation is fluid. Situations will present themselves on a day-to-day basis. We have to adjust and adapt to them as they present themselves.

Comm. Capers: The other thing is the teachers having more control over the comments section because that can be problematic.

Comm. Martinez: Agreed. Are there any other questions on this goal?

Comm. Arrington: Do we keep those links permanently or do we change them, the links for the classroom?

Comm. Martinez: Comm. Hodges, I hear you. As soon as Comm. Arrington has concluded his question, I'll turn to you.

Ms. Peron: They are new links.

Comm. Simmons: Every time you create a Meet, it gives you the new link.

Ms. Peron: It's a new link.

Comm. Arrington: Is that done daily?



Comm. Simmons: Whenever the teacher creates a Meet, a new link is created. The issue is that the students are sharing those links. They are sharing them on Snapchat and other platforms.

Ms. Peron: In preparation, the teacher emails the links to the students before the class so that they are prepared and they are ready. They're actually sharing them. They even have posts on social media. Some of the kids have posts that say share your link with me. I'm going to go into your classroom.

Comm. Capers: The teacher just has to watch that. That's all. They just have to monitor it.

Comm. Hodges: I wish Boris would put the screen back up of the goals. That's number one. I'm having trouble hearing. In the original meeting, the concerns were about #4 and #6 because they are part of the same curriculum. We were basically going to do the same things for the two separate entities. The thought was to combine them and have you do the same things for both the science instruction and curriculum & instruction. In addition, my suggestion was to look at the assessments and make them closer to what's being offered in the state test since the assessments that we are offering don't seem to point out the problems that our students are encountering when they take the state test. Our assessments don't track what's being offered and what's being tested so we need to change our assessments. That's why I wanted to have #4 and #6 combined. We don't monitor the 10% increase in walkthroughs. We monitor the results, as the President mentioned, via assessments, but you have to have some sort of score that you want to look for that you monitor.

Comm. Martinez: Got it. I'm going to table that for just one moment because we still have Ms. Coy here with us. I just want to make sure if we have any other questions for her. This way we can just move on from item #5 before we move on to the others. Just bear with us for a moment. Do we have any last questions for Ms. Coy about item #5? Mr. President has a question for you.

Comm. Simmons: I know you went through how you're going to increase the level of engagement. Is there some benchmark that you are looking for? How will you measure how you are doing in terms of the engagement?

Ms. Coy: I know attendance is working on a process where if students are out for three days, they are reaching out to the homes to find out what's going on with the point of contact and making contact with the schools. The schools are also giving them feedback if they are not able to get in touch with the family. There's constant communication during that first 3 to 5-day window to find out where the child is. I also know our child study teams as well are reaching out to their families. If they don't hear from them by day 3, we're trying to establish some type of wellness visit to find out where the family is.

Comm. Capers: On that note, do we have anything in terms of if a kid is absent? I know a lot of districts do this. Does the district have a Robo-call alerting them their kid wasn't in school today? Do we have that going on?

Ms. Coy: I'm not certain if they are still doing the Robo-calls because I know they are doing a lot of live calls if a student has missed a certain amount of days based on the attendance department and administration. As far as a Robo-call after a certain amount of days, I can't answer.

Comm. Capers: How fast are we getting the attendance?

Ms. Coy: They give the attendance either that evening or first thing in the morning, depending on the cutoff time of when the student logs in. In less than 24 hours they have the attendance information.

Comm. Capers: How does the district monitor that?

Ms. Coy: The teachers are reporting to the principals and the principals are reaching out to the attendance department if they need support if a family is not able to be found.

Comm. Martinez: Thank you, Ms. Coy. We just addressed item #5. Dr. Hodges, we're going to go back to your items. I guess we can knock these two off simultaneously, items #4 and #6. Dr. Hodges, your recommendation is to somehow combine items #4 and #6. Can you provide a little bit more clarity on exactly how you would like to do that?

Comm. Hodges: #4 and #6 are both curriculum. Rather than separate the two, combine the two and do the same things. Essentially, you're going to be offering the same brevity, which is to ensure fidelity and implementation by increasing the classroom walkthroughs. But the Board can't measure the classroom walkthroughs. They have to measure the assessment, as the Board President has already stated. We are talking about the assessments that result from the classroom walkthroughs. I do agree with that. But I think that as part of that process, we have to change the local assessment that's being utilized to test the student's understanding of the material and make the structure more similar to what is being offered in a statewide test because that's what the kids are not doing well in. They are apparently doing well in our local assessments because we have not made any adjustments to those local assessments, which says that they don't demonstrate the same level of problems that we have in the state assessment. You have to change the structure of your local assessments so that it's more indicative of what's being offered on the state level. That's number one. Number two, the Board has to decide what percentage of increase of performance it's going to look for as a goal which results from this increase in walkthroughs.

Comm. Martinez: Got it. Dr. Hodges, I'll open up the floor for discussion. The notion of what you are suggesting, at least as I'm hearing it, it's kind of a granular recommendation to change the assessments. I say this respectfully, none of us are in the classrooms. None of us are developing the curriculum to assume that the assessments that are being used are not meeting or hitting what's needed to be met or hit. I'm not sure if we want to make that assumption. None of us are in those rooms to make those assertions that those things are indeed not happening. I just want to start the discussion with that. Comm. Simmons has a question he wants to jump in on.

Comm. Simmons: I remember a conversation about making sure that we do something with changing the local assessments. I remember Ms. Tsimpedes talked about that. Maybe we might want to have Ms. Tsimpedes, if she's still available, talk about that.

Comm. Martinez: Ms. Tsimpedes, if you're still with us, perhaps you can address that.

Ms. Tsimpedes: At the last two meetings, I mentioned that we changed our learning management system from Unified to Otis, which allows us to create digital assessments that mirror the type of assessments our students will see when it comes to state assessments. Dr. Hodges had made the point last time. Our teachers started the initial training last week with regards to utilizing Otis and they are going to continue. We are

going to encourage for assessments to occur through Otis, just like our midyear and our final assessments. Teachers will be utilizing this system so that they can have the tech enhanced items replicated for them when they are creating assessments for their students. It is very important for students to have the exposure to the level of questioning as well as the type of questions that the students are provided on the state assessment so that they know how to address drag and drop, highlighting, using the calculator correctly, and even having multiple select items. These are things they would definitely encounter when it comes to an NJSLA assessment.

Comm. Hodges: That's exactly what I was looking for. Thank you, Ms. Tsimpedes. The last part of my concern was since science is part of curriculum, there's no need to separate the two of them. Just combine the two of them together and across the board do the exact same thing.

Comm. Martinez: I know Comm. Simmons has a question. He would like to jump in as well.

Comm. Simmons: Dr. Hodges mentioned looking for a percentage increase. Dr. Hodges, you know what percentage you are looking for. I'm just wondering since we didn't have an assessment this year, what do we use as the baseline? Do we go back to last year? We know that the test has changed since then. What do we use as a baseline?

Comm. Hodges: Here's my concern. How else would we monitor the outcomes of the increased walkthroughs? We need a measure by the administration to show us how those walkthroughs are gleaning any kind of improvement.

Comm. Simmons: I agree with the assessment. What do we use as the baseline? We didn't have an assessment this year. Correct me if I'm wrong, Madam Superintendent, the test did change from the last time they took the test. Do we create a local assessment that we use as a baseline? I'm not sure what we use as a baseline.

Ms. Peron: Ms. Tsimpedes, do you want to talk about our knowledge checkpoint assessments that you are going to be developing?

Ms. Tsimpedes: Those assessments are specifically for math and ELA based on where the students are with their learning. They will start taking the assessments on September 16 through 23. It's a week long. It will be done digitally on Otis for ELA and math. We will be using our platforms that we have. Our intervention platform will give us a gauge of where the students are with regards to understanding the math content that they need in order to be successful. Those are the assessments. Tying it to NJSLA, we don't have scores from two years ago and the specific one for science. The test completely changed and now it's given in different grade levels. It's given at grade 5, grade 8, and grade 11. Before, it was given at grade 4, grade 8, and biology comprehensive. We're still waiting for the evidence statement resource to be released from the state. We can begin our analysis. Mind you, this is not last year's data. It's the year before. We've already put measures in place for professional development last year. We've done a lot of coaching. Unfortunately, because we did not have an assessment this past year, we were not able to measure the outcome of all the work that the supervisors did in accordance with their teachers.

Comm. Hodges: How would you demonstrate that there's an improvement or an increase in fidelity? The Board President mentioned that it should come through an

assessment, which I agree with. How would you determine whether that goal has occurred?

Ms. Tsimpedes: Are speaking about science or in general math, ELA, and science?

Comm. Hodges: All three. You basically have addressed the math and the ELA so I guess I'm really talking about the science part.

Ms. Tsimpedes: We also provide student growth objectives at the beginning of the year that are aligned to grade level work. Those are given by the teachers. That's part of Teach NJ that teachers need to assess their students in the content that they teach. We can utilize the SGO's which are provided at the end of September to the students, which gauges us where they are in their learning with grade level material. Then those are reassessed again in March for the teachers to see based on the level of implementation of the curriculum where the students are in their learning.

Comm. Hodges: Is it the same things you did then?

Ms. Tsimpedes: We did not have science assessments for our students.

Comm. Hodges: My concern is, as I stated before, the level of the testing. Will it be commensurate with what they are going to experience on the test? I'm imaging that when they receive the unit testing during the course of the year the results were not commensurate with what we saw on the state test. Otherwise, there would have been a great concern on the parts of science teachers all over the district. If that did not take place, I'm wondering how we would change it and make it more realistic without having some demonstrative change in how we do testing.

Ms. Tsimpedes: We can look at creating a midyear and a final assessment for science for grades 5, 8, and 11 that mirrors what they would see when it comes to NJSLA testing based on the standard that they are to master for the grade level. We can do that where they have two checkpoints, just like we are doing for math and ELA midyear. We need to give time for teachers to instruct and then a final to see where the kids are. That would be broken up by the units that the teachers are instructing.

Comm. Hodges: How would you be able to determine whether those assessments were in fact accurate in the first set?

Ms. Tsimpedes: It would be provided to the student digitally and they would be aligned to the standards that students are to have mastered in their grade level.

Comm. Martinez: If we can allow Deputy Superintendent to jump in I think she can shed some clarity on the situation.

Ms. Peron: We've talked about implementation of curriculum and then we jumped to assessment. We did miss a very important section of that, which is the walkthrough. The walkthrough does collect data on the fidelity of the implementation of the curriculum. There are certain aspects of the walkthrough that principals, supervisors, and assistant superintendents see. We take a look at lesson objectives and how they align to the district curriculum maps and the assessment. We focus on teachers and students, whether the objective is clear and understandable, whether it's rigorous, and how it's communicated to students. Then we take a look at how the demonstration of learning is happening in the classroom. When we increase our walkthroughs, we understand what a teacher is doing in the classroom, whether or not her pacing is on

point, whether or not she's following the objectives of a lesson clearly written in the curriculum for each of the units, whether it be in math, ELA, science, or social studies. We take a look at the direct instruction and activities. There is a method. There is a system. It is computerized and the data is gathered. We have charts that show how many classrooms are aligning their lessons to the curriculum, whether or not a student is participating at 100%, whether or not the objective is clear and understandable and they can demonstrate what they have learned in the classroom, whether or not they are actively participating. We ask questions and students collaborate and they come up with reasoning and how they thought out the process for the questions. All of this is gathered. We do have percentages. It is measurable when we do walk into the classroom. It's captured through Media X, which is our system for evaluation in the classroom and evaluation of teachers. We can develop these assessments, have a benchmark assessment, and then compare that to what our goal is and use that to measure our goal. For science, we would have to be creative. As Ms. Tsimpedes explained, we don't have the data for the science yet and we don't have anything to compare that data to because the test was different and it wasn't assessed this year due to COVID. I think that we can go back to sharing this walkthrough which we had talked about through the first meeting so that you can have a clear understanding. I did read through some of the points of the walkthrough to help you understand that these are actionable, observable, and they are documented to reinforce and to align how the instruction in the classroom actually looks like and how supervisors take this information and develop professional development around the points, the skills, the strategies that teachers need to enhance, refine, and improve. That's why it is a goal. It is our job to do this. When we are laser-focused on a given content and we use the data to make decisions and we focus our professional development around the specific data, that's how instruction becomes more effective and children do better in assessments. Aligning the assessment to the state assessment is something that we constantly work on. When we had QSAC, they not only looked at all of the elements of the curriculum, but they also look at assessment. They reviewed all our assessments, formal assessments, summative and formative assessments, and they provided feedback on what we had developed. We refined and aligned them to the new learning standards and assured that we were addressing and providing questions like our state assessment. Our district assessment and our state assessment are very different in the way that we administer them. In a state assessment, you clearly have to follow all the protocols. There's a proctor in the classroom. When we administer our district assessment, teachers are a little more supportive with the students. They give them more guidance. They probe them or offer support when they are administering these assessments. We could never really 100% say that our district assessment can be conducted like our state assessments. Assessment is to monitor learning and mastery and the job of a teacher is to ensure that kids are mastering the skills and to support them along the way. I don't know if that helped clarify the situation. We can talk about whether or not we want to use our district assessments as benchmarks and then take it from there. We do plan to assess our kids in October.

Comm. Martinez: Dr. Hodges, if I may intervene for a moment, there are other Commissioners who are patiently waiting. I would like to allow them the opportunity.

Comm. Castillo-Cruz: By all means, I think this is a very important conversation to have, but we have to refocus just a little bit. To the administration, when do we foresee going back into the buildings?

Ms. Shafer: We are planning now to do an assessment of all the buildings. In the Board resolution was the positive rate in the city and also the transmission rate. We are going to make a recommendation to the Board mid-October whether or not we can go in

November 2. If it's the Board's pleasure, we can take a look at the first marking period which is November 10. There are a couple of days off in between there. That would certainly be up to the Board. We are looking at possibly bringing the teachers in, let them teach remotely for a couple of days, get used to it, and then start bringing the students in by grade span. That would certainly be up to the Board as to how they want to do it and if in fact they want to wait until that first marking period.

Comm. Castillo-Cruz: I'm asking the question because the conversation of this presentation, at least, is our goal-setting. It's picking three goals that we will evaluate the Board and the Superintendent on. Not having a specific date on when students will be going back the classroom, which could be November or December if we go by the marking period because of holidays and things of that nature, or it could be January. Although all of this information is important, based on the conversation that we're having right now, what are the three goals that we are going to evaluate the Superintendent on? February or March is when the evaluation starts coming out. In Goals #4 and #6, aligning the curriculum is important and enhancing it. We're also talking about classroom walkthroughs, which we don't know if they're going to happen and if it's a statement that we can use to evaluate the Superintendent on in March or evaluate the Board as whole on. We would have to have a conversation of is it going to be virtually instead of the classroom. And if it's going to be virtually, how would that work out for the teachers and for the students? Of course, that's an additional added pressure to parents and teachers already trying to figure how this all works. Whatever the situation is, I think we need to focus on what goals we are picking and then wait for the administration to figure out how they are going to do it. I think we need to be refocused on picking three goals and then giving the administration the opportunity to go back, create the action plan, and let us know how that is going to work out so that we can effectively evaluate come March. We can talk about aligning and assessments and all of this, which is a great conversation to have, but it's more of a retreat conversation or a conversation that occurs when they come back with the plan.

Comm. Martinez: Fair enough.

Comm. Capers: Just adding some things to combining #4 and #6. As part of Goal #6 when you talk about enhancement and monitoring science instruction and learning in grades pre-K to 12, you have to understand that we're a failing district when it comes to math, ELA, and science. The last three state assessments in 2017, 2018, and 2019, when it comes to math we're not even over the 30 percentile. When it comes to ELA in those three years the highest we had was 38%. We're not over 40%. I think those two subjects have to be added, the enhancement and monitoring of science, ELA, and math instruction in learning in grades pre-k through 12. We have to be in the business of educating our children. We do need enhancement in all three subjects. I think those should be added to this year's goals. That's what I'm putting on the table.

Comm. Martinez: Any last thoughts about any of these items before we move on? All the recommendations are duly noted and taken into consideration. To Comm. Castillo's point, we really need to focus after the discussion on which of the three goals we're going to focus on. Then we can use it as a benchmark moving forward. If there are any final wrap-up statements we'd like to offer, right now would be the time.

Comm. Capers: We didn't talk about Goal #2. Are we just talking about Goals #4 and #6? We skipped around.

Comm. Simmons: Remember, you asked for information about the graduation. That information is not available yet.

Comm. Capers: I didn't know that.

Comm. Simmons: Assistant Superintendent Diodonet said that information won't be available until October.

Comm. Martinez: Dr. Hodges, please offer your last thoughts.

Comm. Hodges: I disagree with what Comm. Castillo-Cruz said because what you're offering is to ensure the fidelity of the district curriculum by increasing walkthroughs. The Board can't measure how well you walk through. It can measure the outcome in the student, which is our job. We can't measure the work of the teachers. We have to measure the outcome on the students. In order to do that, you have to monitor the assessment results. That's my point. You have to measure and monitor an assessment. We can't derive any information from the walkthroughs. It doesn't really help us because we can't tell what that means. They can, but the Board can't make a judgment based on the increase of the walkthroughs. We have to see what the effects of those walkthroughs are on the student performance.

Comm. Martinez: As Board members, that's out of our scope of responsibility. We're not the educators in the classroom.

Comm. Hodges: No. To monitor the student performance and the results of their assessment is our responsibility.

Comm. Martinez: We agreed on that. We're not disagreeing with you. We agree with that notion. I'm a little confused about what the disconnect is here. We agree with what you're stating.

Comm. Hodges: You just said that...

Comm. Castillo-Cruz: I know today is the presentation and not the formal adoption. Is the administration looking for direction today? Or is it just a presentation and then later on we will bring a resolution for a vote?

Ms. Shafer: We were looking for the three goals. We already lost July and August and if we wait until the next Board meeting, now we're in October. My evaluation is around March or April so it won't give us a whole lot of time to get some of this done.

Comm. Castillo-Cruz: It's my personal opinion that we go that way. The reentry plan is very important because obviously everyone is doing one. It's about the effectiveness. I think it's an important goal to measure the Superintendent as well as ourselves on. We all agreed the restructuring of our high schools was extremely important and was pushed back due to COVID, as well as the remote learning. If we are talking about the business of educating our students, assessments are great, but if they're not receiving the basic education needed from teachers none of the other will be possible. On my end those are the three goals. It's #1, #3, and #5 that will be most relevant because we are in uncharted waters. We want to make sure that if students and staff are coming back into the building they're safe and that they are getting all the academic information and operation that they need as well as social/emotional learning. We want our high school restructured just because that's important. Remote learning is essential at this point. We need to make sure all of our teachers know how to use Google Classroom, do presentations for our children, and make it as personal and inclusive as possible, especially for a lot of our students who are like me. I cannot focus in front of a

computer for a very long time. If a teacher is getting all the professional development needed, as well as the parents and the students are being engaged effectively, I think it's what we should be focusing on right now. Parents are doing a lot of heavy lifting trying to figure this out for their students.

Comm. Martinez: Your recommendation would be to put forth items #1, #3, and #5. I'm not sure if the most effective way to do this is to go item by item. We can tally them up as we go. We're not voting. We're simply making our suggestions on which three items we want to vote on.

Comm. Capers: I'm still waiting on the data for the high school graduation, but we don't get it until October.

Comm. Martinez: Let's just say, for example, we go with items #1, #2, and #3. That's not to say that items #4, #5, and #6 are going to get completely erased and wiped out. They will still remain focus areas, but the priorities will be those top three. We're not throwing out the baby with the bathwater. It's not like we pick three and the others get thrown out. We pick the top three we're focusing on to the extent of her evaluation and the other three remain priorities as well. If that's the case, if item #1 is a priority for you, just raise your hand and we can tally them up that way.

Comm. Capers: Can everyone just go around and say their three? There are people that are virtual. That's why.

Comm. Simmons: I think you'll still achieve the same goal. You'll still get the same result.

Comm. Martinez: It's the same thing.

Comm. Redmon: I just want to be sure we're clear. You're saying #4 and #5 are going to be combined?

Comm. Martinez: #4 and #6.

Comm. Redmon: So right now, we should just be focusing on four goals?

Comm. Martinez: We'll get rid of #6 and consolidate it with #4. We'll have #1, #2, and #3 remaining. Item #4 becomes #4/#6. Item #5 remains.

Comm. Redmon: Can we start the process of voting now? We have kicked around this process for a while. We're now at the point that we can start voting.

Comm. Simmons: The chair is about to do a tally on the ones that remain.

Comm. Capers: Since we're combining, can we add that suggestion I made for math and ELA?

Comm. Martinez: That's a different conversation. Right now, we combine #4 and #6 without changing the language.

Comm. Capers: It's just adding two subjects and getting the same results.

Comm. Martinez: Respectfully, now is not the time to do that. We can address that, but that's a separate thing. Let's focus on combining those two, do the tally, and we can



address that another time. Let's start with item #1. We're going to ask Comm. Teague and Comm. Hodges to submit their top three items and the rest of us can continue with the in-person tally. Simple showing of hands and submission of numbers will suffice.

### **Vote**

Comm. Martinez: As Cheryl is tallying up the submissions more information will be forthcoming on item #2. We will continue this discussion once the tallies are completed and time will allow for us to continue this conversation. Thank you all for that very spirited conversation.

### **PUBLIC COMMENTS AND POLICIES AND REGULATIONS FOR SECOND READING AND ADOPTION**

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

Comm. Martinez: I'd like to thank all the callers who are joining us this evening and remind them that we have a two-minute per person time allotted.

Ms. Rosie Grant: Good evening Commissioners, Madam Superintendent, staff, and community. Welcome to the new school year. It seems like we've gotten off to a good start, particularly in comparison with other districts. I've observed people still waiting for technology and folks not knowing how to use the technology. Kudos to Ms. Shafer and her team and her volunteers for getting us to this point! There are videos of lots of people reading to kids on our Facebook page. We collaborated with the district on two initiatives over the summer. Bookends Book Store delivered over 1,500 books to Paterson kids. The second is Talk, Read, Sing where we have been sharing prompts on our social media pages for parents to talk, read, and sing for brain development with their kids in any language. That's an important part. We also handed out tote bags. 500 tote bags will go to parents of young children. We've had Paterson teachers, alumni, and current high school students work on a STEAM initiative over the summer. They have designed active lessons themed to the Paterson Public Schools curriculum. Those are available to parents, community and teachers on our website under the STEAM dropdown link. Please avail yourselves of those. They're really cool. I guess my two minutes are up. Thank you for this and I'll bring more information next time.

Mr. Abubakar Mean: Thank you for giving me the opportunity to speak. I'm a chemistry teacher at a charter school here in Paterson. I have a daughter who is joining kindergarten and I had her go through the registration. I was asked to submit a physical, but when I tried to do that on September 4 on a Friday, for some odd reason central registration was closed. I don't understand why that was the case when school is starting on September 8. My child has missed two days of school because of technology issues. Our school sorted out the technology issues before we started the school. I understand at the beginning of the meeting it was mentioned that we have had issues getting laptops or Chromebooks from China. What was the alternative plan? Did we just sit down and wait for the order to come in? There should be some sort of an alternative plan where students are still doing work and not falling behind. Studies have shown that people of color specifically because of this COVID-19 their education has been impacted as it is. What's the Board of Education plan if a huge majority of our students cannot access technology or do not have internet? What is the alternative plan? Thank you.

Comm. Martinez: Thank you for your time, sir. The district has been successful in closing that virtual gap. We have been able to distribute Chromebooks and devices to all of our scholars. Apologies for the confusion, but all of our scholars have received devices and Chromebooks to ensure that they're able to receive instruction during this virtual learning period that we're currently undergoing. We've been able to provide wi-fi hotspots for those who don't have internet access in their homes as well. We thank you for taking the time to reach out and be with us this evening.

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

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

### **Resolution No. 1**

Whereas, the Paterson Public School District approves the payment of bills and claims dated September 9, 2020, beginning with check number 223716 and ending with check number 223952, direct deposit dated for September 8, 2020, beginning with 691 and ending with 716 in the amount of \$14,980,416.49, and wire in the sum of \$6,542,333.64, for a total amount of \$21,522,750.13;

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

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

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

## **Resolution No. 2**

WHEREAS, the Board of Education recognizes that the presentation of a school calendar is essential to orderly planning and to the efficient operations of the district; and

WHEREAS, the annual school calendar was approved by the Board of Education on March 16, 2020, and a revised school calendar approved on July 27, 2020, for the inclusion of the Juneteenth celebration that will be recognized on June 1, 2020, with a 1:00 dismissal for students and professional development for staff; and

WHEREAS, an additional revision was made to the school calendar to close September 4, 2020; in-person on September 1 for staff only; remote professional development for staff September 2 and 3, which will give the district an extra day to have a full day of professional development the day before we open for in-person instruction, now therefore

BE IT RESOLVED, that the Board of Education approves the implementation of the revised 2020-2021 School Calendar pending final testing dates.

**It was moved by Comm. Redmon, seconded by Comm. Castillo-Cruz that Resolution No. 2 be adopted. On roll call all members voted in the affirmative. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self

- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

### **Resolution No. 3**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the school year 2020-2021 for special needs students to In and Out of District School,

WHEREAS, current contracts shall be renewed at 0% increase for the 2020-2021 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent in renewing the following contracts for the 2020-2021 school year with 0% increase as follows:

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Route #	Destination	Per Diem Cost	# da's	<u>In-District Special Needs</u>
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See attached route list

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

THEREFORE BE IT RESOLVED, this resolution to renew current contracts at 0% increase, with attached vendors, shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

Total approximate cost for the 2020-2021 school year \$2,135,310.00  
 Special Education Account #110002705146850000000000-\$650,621.00  
 Regular Education Account #110002705116850000000000-\$1,484,689.00

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Castillo-Cruz who abstained. The motion carried.**

### Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

#### **Resolution No. 4**

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

WHEREAS, the Paterson Public School District recognizes the need for obtaining the lowest responsible bid for goods and services; and

WHEREAS, approving the following routes for student transportation services will support Priority 4, efficient and responsive operation, Goal 3, Increase Accountability for Performance; and

WHEREAS, formal public bids were solicited for student transportation services for the 2020-2021 School Year for special needs students and regular education students; and

WHEREAS, the solicitation was made by a public notice advertisement in the Herald News on Wednesday, July 15, 2020. Sealed bids were opened and read aloud on Wednesday, July 29, 2020 at 10:00 a.m. Via Zoom.

WHEREAS, the Department of Transportation as per attached bid analysis, recommends that the bid for student transportation services for the 2020-2021 School Year, using PPS Bid#539-21 be awarded to the lowest responsible and responsive bidder; and second and third bidders in the event that the lowest bidder cannot perform as stated in our bid specifications

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and

NOW, THEREFORE, BE IT RESOLVED, that this resolution to award contracts to the lowest responsible bidder to transport special needs and regular education students to in-district and out-of-district schools is stipulated on the attached page(s). This shall take effect with the approval signature of the Superintendent. The approximate cost for

the PPS Bid#539-21 for the attached list of contractors and routes is \$1,585,294.00 for the 2020-2021 School Year.

SPECIAL EDUCATION -	11-000-270-514-685-000-0000-000 -	\$1,474,380.00
REGULAR EDUCATION -	11-000-270-511-685-000-0000-000 -	\$ 49,864.00
CARES GRANT-	20-477-200-500-653-000-0000-001-	\$ 59,714.40
	<u>TOTAL -</u>	<u>\$1,585,294.00</u>

**It was moved by Comm. Simmons, seconded by Comm. Ramirez that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Castillo-Cruz who abstained. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

### **Resolution No. 5**

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 Transportation Services Department determined that the district has a need for Student Transportation Services during the 2020-2021 year and provided the specifications for this formal public bid process; and

WHEREAS, one hundred twenty (120) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), of which two (2) 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 June 22, 2020, Sealed bids were opened and read aloud on July 9, 2020 at 11:00 am via Zoom – Live streamed online; and

WHEREAS, as per the attached bid summary, the Department of Transportation Services along with the Department of Purchasing recommend that the bid for Student Transportation Services - Field Trips, PPS 550-21 be awarded to the lowest responsive and responsible bidder(s) for the 2020-2021 school year(s) to the following vendor(s):

Madison Invalid Coach  
395 Pleasant Valley Way  
West Orange, NJ 07052

Jersey Kids Transportation  
312-328 Broadway  
Passaic, NJ 07055

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 Superintendent supports the above mentioned recommendation that MADISON INVALID COACH AND JERSEY KIDS TRANSPORTATION be awarded a contract for Student Transportation Services – Field Trips, PPS 550-21 for the 20-2021 school year(s) not to exceed \$250,000.00.

**It was moved by Comm. Ramirez, seconded by Comm. Castillo-Cruz that Resolution No. 5 be adopted. On roll call all members voted in the affirmative, except Comm. Castillo-Cruz who abstained. The motion carried.**

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

Comm. Arrington

- Self
- Family



Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

**Resolution No. 6**

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

WHEREAS, the Paterson Public School District recognizes the need for obtaining the lowest responsible bid for goods and services; and

WHEREAS, approving the following routes for student transportation services will support Priority 4, efficient and responsive operation, Goal 3, Increase Accountability for Performance; and

WHEREAS, formal public bids were solicited for student transportation services for the 2020-2021 School Year for special needs students and regular education students; and

WHEREAS, the solicitation was made by a public notice advertisement in the Herald News on Friday, August 7, 2020. Sealed bids were opened and read aloud on Tuesday, August 18, 2020 at 10:00 a.m. Via Zoom.

WHEREAS, the Department of Transportation as per attached bid analysis, recommends that the bid for student transportation services for the 2020-2021 School Year, using PPS Bid#540-21 be awarded to the lowest responsible and responsive bidder; and second and third bidders in the event that the lowest bidder cannot perform as stated in our bid specifications

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and

NOW, THEREFORE, BE IT RESOLVED, that this resolution to award contracts to the lowest responsible bidder to transport special needs and regular education students to in-district and out-of-district schools is stipulated on the attached page(s). This shall take effect with the approval signature of the Superintendent. The approximate cost for the PPS Bid#540-21 for the attached list of contractors and buses is \$146,736.00 for the 2020-2021 School Year.

Special Education – 11-000-270-514-685-000-0000-000-\$146,736.00

**It was moved by Comm. Ramirez, seconded by Comm. Castillo-Cruz that Resolution No. 6 be adopted. On roll call all members voted in the affirmative, except Comm. Castillo-Cruz who abstained. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

### **Resolution No. 7**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2020-2021 school year;

BE IT RESOLVED, the Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to various schools in district & out of district students. This shall take effect for the 2020-2021 school year with the approval signature of the Superintendent, for a total not to exceed \$56,174.00.

Contractor	Route #	Per Diem Cost	# of Da's	Total Cost
K&H	SAGE 1Q	\$154.00	44	\$ 6,776.00
SARAH	CRNR 1 Q	\$348.00	43	\$ 14,964.00

BARAKA	PILLS3Q	\$229.00	36	\$	8,244.00
PRESTIGE XPRESS	HPSQ	\$180.00	43	\$	7,740.00
4 DIAMOND	PASC 1Q	\$205.00	33	\$	6,765.00
ALDIN	PASC4Q	\$285.00	41	\$	11,685.00

**It was moved by Comm. Ramirez, seconded by Comm. Simmons that Resolution No. 7 be adopted. On roll call all members voted in the affirmative, except Comm. Castillo-Cruz who abstained. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

### **Resolution No. 8**

BE IT RESOLVED, that the Board of Education approves an executive session to be held on September 15, 2020 at 6:00 p.m., in person at 90 Delaware Avenue, to discuss personnel.

**It was moved by Comm. Castillo-Cruz, seconded by Comm. Redmon that Resolution No. 8 be adopted. On roll call all members voted in the affirmative. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

### **Resolution No. 9**

WHEREAS, the Paterson Board of Education ("Board") and employee B.B. have negotiated a Settlement Agreement ("Agreement") (collectively "Parties") in connection with litigation filed by the employee in New Jersey Superior Court, under docket number PAS-L-2356-20; 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 interest for cost efficiency to settle this matter without further litigation; and

BE IT RESOLVED that the Board hereby approves the Agreement.

BE IT FURTHER RESOLVED that the Board authorizes the Board President and the Business Administrator/Board Secretary to execute the Agreement on behalf of the Board; and to take such further steps as may be necessary to effectuate the within Agreement and carry out this action of the Board.

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 9 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.**

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

- Comm. Arrington
- Self
  - Family

- Comm. Capers
- Self
  - 4<sup>th</sup> and Inches
  - Westside Park Group
  - Insight
  - Jersey Kids

- Comm. Castillo-Cruz
- Self
  - City of Paterson
  - Transportation
  - Downtown Special Improvement District
  - Celebrate Paterson

Comm. Hodges

- Self
- City of Paterson

Comm. 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

## **OTHER BUSINESS**

Comm. Hodges: How do I get into executive session?

Comm. Martinez: We'll discard everyone else from the meeting and keep you on. You'll just have to hold tight while we clear out the rest of the folks.

Comm. Teague: I'm working with the Chromebooks, so I'm going to bow out after this.

Comm. Martinez: Dr. Hodges, if you would be so kind as to sit tight while we take care of the other situation and then we will get you into executive session.

## **MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS PERSONNEL**

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

The Board went into executive session at 8:40 p.m.

The Board reconvened the meeting at 8:50 p.m.

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

## **ADJOURNMENT**

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

The meeting was adjourned at 8:51 p.m.