

MINUTES OF THE PATERSON BOARD OF EDUCATION SPECIAL MEETING

July 22, 2020 – 5:10 p.m.
Remote - Zoom

Presiding: Comm. Kenneth Simmons, President

Present:

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

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

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

Comm. Simmons read the Open Public Meetings Act:

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

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

**Special Meeting
July 22, 2020 at 5:00 p.m.
Remote - Zoom
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Attendance

Ms. Pamela Powell: The average daily attendance was 94.61%. The way that we captured our attendance for this time period, as Ms. Shafer has stated, was that we looked at all of the students that had packets and that we had gotten in contact with. Natalia Frazier's department, along with the chronic absenteeism specialist, reached out to parents and students. They were all counted in terms of the attendance. The individuals that were not contacted were those individuals from March 17 or 18 through June 19 that were marked absent. We worked diligently with the principals. We did

wellness checks. We made every effort to make sure that we did, in fact, get in touch with students. Ms. Frazier, I don't know if you wanted to add something.

Ms. Natalia Frazier: Yes. I wanted to say that the number is 94.61%, but it is going to change in September because we have parents that are going to be submitting packets as of September that couldn't submit them by June. This number is going to increase. This is just the number right now.

Ms. Powell: Thank you. Are there any questions?

Comm. Arrington: Thank you for the presentation, Ms. Frazier and Ms. Powell. I just want to understand what the daily attendance is. Does a call to a student's parent count for daily attendance?

Ms. Frazier: Correct. It's called a no-contact list. Some parents were not aware. They didn't go to the school to pick up a packet. Most of the parents did go online to the website, print the packets, and they are doing the work. Some did submit the packets already and some are going to have the packets submitted by September.

Comm. Arrington: In this 90%, we have students that have not returned a packet but we've talked to the parent and they're counted as being in attendance?

Ms. Frazier: Correct.

Comm. Simmons: The turning in of the packets also counts as attendance?

Ms. Powell: Yes.

Comm. Arrington: Mr. President, they would be double-counted at that point. We counted them already with calling them.

Ms. Shafer: You only get counted once. If you turned in a packet, you got counted. Keep in mind that there were parents who communicated to me that they didn't feel comfortable dropping packets off at a meal site because it wasn't their school. We said that they didn't have to drop the packet off if you're not comfortable. You can keep it and drop it off to us in September when we open up. We still have parents coming here now dropping off and picking packets up. I think after time, everyone understood that you needed to complete these paper packets because it was going to affect your grade, but we only counted a contact once. If you completed the packet that would be a way in which we knew you were engaged. If we called and spoke to a parent we knew, or if we went to the home and did a wellness check. But you would only be counted once. You wouldn't be double-counted.

Ms. Frazier: Correct.

Comm. Arrington: Thank you, Madam Superintendent. For me, the purpose of a report is to make sure that our students are engaged and involved. I think that's what we want to make sure of. This wasn't a vacation. There should be active learning going on. Thank you, Mr. President.

Comm. Capers: Do we have a number on how many students we had to do a wellness check on?

Ms. Frazier: I do, but I don't have that right now. We did a Google document where we had numbers based on school numbers. Each school's numbers changed. Once we contact them, we pull them out of the no-contact list. I do have those numbers, but I don't have them right now. I can get them to you.

Comm. Capers: I guess those students are lumped into the students that we haven't contacted since the schools have closed and we haven't had any contact with them. Are those students lumped into those numbers?

Ms. Frazier: Correct.

Comm. Redmond: For the students that return the packets in September, if we don't have their final packet, is that grade considered an incomplete?

Ms. Shafer: You needed to complete three out of five packets in order to get the passing grade. If you did not do any packets at all, you got an incomplete. If you did one or two packets, you also got an incomplete. In September, the principals know who these students are, and Susie is going to go into that. They're going to follow up with those students and parents to let them know that their child has that incomplete and he owes us whatever the number of packets is.

Comm. Redmond: Will the student be going on to the next grade level with those incompletes still as their final grade?

Ms. Shafer: Yes, they will.

Comm. Capers: With the kids that have those incompletes, are they considered present in that 90% attendance rate?

Ms. Frazier: If we spoke to them and we made contact and they are going to submit a packet, yes, they are counted in attendance.

Comm. Capers: How did we come up with that? The attendance is you're doing the work. It's not just speaking to the parent and the parent said we're okay.

Ms. Frazier: No. They are completing the packets. They went online, printed out the packets, and are doing the work. We had to make sure that they were doing the work in order for us to mark them present. If they said they were not going to do the work and they'll take the incomplete, they were considered absent.

Comm. Capers: Why didn't we do it in reverse? Until we get their packets, that attendance changes because right now we still have a bunch of incompletes.

Ms. Shafer: Some of the students could have only completed one packet. They have the other packets, but because they completed one packet the attendance was counted. The Governor put out early on that we should be flexible with attendance because he knew the situation that people were in.

Comm. Simmons: Just piggybacking off of what Madam Superintendent just said, there was a lot of flexibility because there were students who may have had to take care of siblings or may have had to work. There were a lot of different situations. The DOE allowed for a lot of flexibility in how we took attendance.

Comm. Arrington: I understand what you are saying, Comm. Capers. Going forward, Ms. Frazier and Ms. Powell, I hope that we can utilize the attendance from the Google Classroom and Infinite Campus to get a little different type of attendance.

Ms. Powell: Infinite Campus is a student management system that we use. I think we have to also keep in mind that when we look at the pandemic in the City of Paterson, there were a lot of issues that our young people were dealing with and going through. One of the things that we did, as has been stated by Comm. Simmons and Madam Superintendent, was that we had to give our students some leeway. We will be able to better look at it. Just so that everyone knows, Infinite Campus is a student management system in which we put the attendance. The attendance is in Infinite Campus, but we did it based on these different variables and we wanted to give our students the benefit of the doubt. There were a lot of stories that came in with our students experiencing death and many of us know how that may have been. That's what we did. We were dealing with the paper packets. I don't disagree with you in terms of the engagement because I think the engagement is important. But we were dealing with something that was totally unprecedented. I think it's important with our students and the teachers in reaching out and having the chronic absenteeism specialist and the attendance department to look at it and parents trying to get the packets. You saw the number of packets that we had. Keep in mind that the numbers at that time were running very high for Paterson.

Comm. Arrington: Ms. Powell and Ms. Frazier, thank you for the support. I really appreciate all of the hard work. You know me. I'm just saying going forward in the new normal in September, I would love to see some extra numbers coming from the participation from Google Classroom. I understand what you're saying, Ms. Powell. Maybe it's based on assignments. Maybe a child is taking care of her grandparents or siblings. We understand that. Like you said, there are a million stories out there. But we do have assignments for the children and I would love to see a different mechanism or methodology for attendance in the future. It's just something to think about. Ms. Powell and Ms. Frazier, I know and appreciate what you guys did.

Ms. Frazier: Google Classroom was taken into account. If they were on Google Classroom, we do have when they logged in. Each day they did log in, we do have that report too. That was included in this report. The attendance was mainly contact with the parent and making sure that the student was presently doing the work. The grade is actually going to reflect whether they actually did the work.

Ms. Shafer: Vince, I certainly understand your concern. Going forward, because everyone will have a device, we'll be able to take attendance when students are in the class logged on. Even though we are going to have some students who are going to be remote three days a week, other students may be remote five days a week because their parent opts not to send them to school. Because they have the device, we'll be in a much better position to do our attendance. We really were in a bad situation and the only thing we were able to rely on were the paper packets. That's really not a good way to go. It's better if we have daily attendance because students are logging on and participating in the class.

Comm. Arrington: Thank you, Madam Superintendent. Thank you, Mr. President.

Ms. Shafer: Any other questions?

Comm. Capers: I do understand that we are in the midst of a pandemic and all this is new. Do we have the total number of students that signed into Google Classroom?

With the wellness checks, how many times did we have contact with those kids after the initial wellness check? If we called and checked on them the first time, they said they were alright and completing the packet, and they still have the incompletes, did we do another follow-up wellness check? How many wellness checks did we do? That's what I'm interested in. I understand the flexibility that the Governor gave because of the situation, but looking at the whole numbers everything is in the 90% attendance rate for everybody and kids have incompletes. That's why I'm questioning everything. I understand what we were up against. Trust me, I do. Moving forward, we have to have everything ironed out because of the technology aspect of it.

Comm. Simmons: I was going to harass you really quick. I didn't know if you were asking a question or making a statement.

Comm. Capers: Both.

Ms. Shafer: The average daily attendance last year was 92% or 93%.

Comm. Capers: For everybody, it was around the same.

Ms. Shafer: Yes. We're going to get it to you. Give us minute. We had sent in the packet for the number of students that had logged onto Google Classroom and it's also on the website. We're trying to pull that up too.

Comm. Capers: You guys are telling us that there are kids who have incompletes, so we can't be in the same percentile.

Comm. Simmons: Like Ms. Frazier explained earlier, they may have completed one or two packets and not have turned in the third. That's what caused the incomplete, but their presence is still counted.

Comm. Capers: How did we count them? If I'm counted one time, how many times are we counting, by each packet? How many times are we counting if the students are in school? Does that make any sense?

Ms. Shafer: The packet was good for 10 days.

Comm. Capers: Say if my child had turned in one packet for 10 days and then got incompletes for the rest of them, how is your attendance rate still up there? Ms. Frazier and Ms. Powell said that there are still students with incompletes. How are we still up there?

Comm. Simmons: Because the parent confirmed that they were working on the packet.

Ms. Powell: Can I just interject something? I think it's important that we also differentiate between the attendance and the grades. It may not necessarily be the correlation because they got the incomplete. That may seriously happen if they don't finish their assignments when school was in session prior to March. I just want to caution against a correlation between having the grade and the percentage of attendance. They are two distinct and separate categories.

Comm. Capers: I'm not getting on the grades. How did we come up with this 90% percentile? Last year, kids came in and it was easy to mark them. They're here every day or they miss a day here and there. But throughout the month, they are here. What

I'm saying is we are adding one packet per 10 days for attendance, but you are telling us that there are kids who still have incompletes. That's what I'm not understanding.

Ms. Frazier: That was as far as the pandemic. Remember that as far as the pandemic, those absences for the no-contact list were only from March 17 to June 19. Before March 17, those students were actually in school and those numbers are already counted in this report as well. We are continually doing wellness checks. My staff is still in contact with parents. We still have parents calling us. It's not that we just relinquished all contact. We're actually still actively speaking to these parents.

Comm. Hodges: Part of the concern is that the attendance appears to be better in June than it was back in January and February for a lot of these schools, which doesn't quite make sense. That's the problem. When looking at this data, it's hard to digest that given what we went through. A large percentage of these attendance levels for these schools are higher now on June 19 and you have incompletes out there.

Ms. Shafer: Keep in mind parents opted not to give us the packets yet.

Comm. Simmons: I know this because parents talked about it on social media. Parents would just hold on to the packets even though they picked them up, got them, or they were printed out, and the students were doing the work. They were just uncomfortable bringing those packets back to the district. They would just hold on to them and deal with the incomplete until they turned them in.

Comm. Hodges: Again, the attendance rates are higher in June.

Comm. Simmons: That's because of the flexibility which you had to take attendance. If the parents are saying that they have the packets and they're completed and that conversation took place, then that attendance is counted. If in September those packets aren't turned in, is there a point at which that incomplete becomes a failure?

Ms. Shafer: Yes.

Comm. Capers: How?

Comm. Simmons: Because it's not turned in.

Comm. Capers: If they're promoted to the next grade, how?

Ms. Shafer: We're giving the students until October 1 to get in any packets that they did not complete. Or for the parents to bring in the packets that they didn't want to give us at the meal sites. After October 1, their grade will be changed.

Comm. Simmons: Keep in mind that by the time school closed, this was at the end of the third marking period. We're really talking about the fourth marking period.

Ms. Sandra Diodonet: Retention meetings usually happen between February and early March. Those students whose parents had retention meetings with principals and teachers are being retained. But if meetings were not held prior to that according to how our procedures work, they will not be retained. By the end of February report card night, teachers and principals had a good idea of what students were going to be retained. That's point number one I wanted to make. In terms of attendance for point number two, our ADA rates in January and February as a district was 92.5%, February was 92.7%, and in March was 92.48%. We're talking about ADA. My focus is always

chronic absenteeism, which are children who miss more than 18 days of school. When we do a comparison from June of 2019 to March, which is considered that last day that they were there physically, we do have numbers that show that at least in Unit 1, 6 out of the 7 high schools showed improvement. In Unit 2, 6 out of the 6 high schools showed improvement. There's evidence to show that our chronic absenteeism rate was improving. If we're going to look at attendance, I would not get hung up on ADA. I would look more at chronic absenteeism. Right now, because of the pandemic, we're looking at ADA. But chronic absenteeism is really where our goal should be and it's what ESSA requires us to look at. I think that we were in a good position for that. I know that prior to that, I was supposed to present this in January and our numbers did look good. Kids were coming to school in terms of chronic absenteeism rates. I really wouldn't get hung up on ADA because there are so many different variables and that number should change once students start handing in their packets. Thank you.

Comm. Simmons: Are there any other questions from Board members? I think Comm. Castillo-Cruz is muted and she's trying to unmute herself but she cannot.

Mr. Zaydel: I do not see her in the meeting. Do you know what her username is?

Comm. Arrington: She's probably that iPhone.

Comm. Simmons: It's a 264 number.

Comm. Capers: While we wait, Ms. Frazier, when can we get that data?

Ms. Frazier: I'll have it to you as soon as possible.

Comm. Capers: Alright. I appreciate you.

Comm. Simmons: I'm not sure if you found her, Boris. She is the 862-264 number. It's an iPhone.

Mr. Zaydel: I see an iPhone here and it is unmuted. I do not know why she is having difficulty.

Comm. Castillo-Cruz: You already mentioned what I was going to say earlier.

Comm. Simmons: Are there any other questions on attendance before we move on? Thank you.

Ms. Shafer: Deputy Superintendent Peron is going to go through the paper packets and then take any questions that you might have.

Comm. Simmons: Ms. Peron is about to talk about the paper packets.

Instructional Packets

Ms. Peron: I do not have anything to present on screen. I had sent the report and the related documentation that went into the report and the charts. I know that there was a lot of information because I really wanted to capture all that went into this paper instructional packet process. It involved so many steps, so many people, and a lot of collaboration and communication between district and parents. Just to give you a quick overview of the multiple steps that were required into this process, teachers had to prepare lessons. Principals had to review lessons. Assistant superintendents had to

review those lessons as well. Then those packets were uploaded into a principal Google Drive where we reviewed and sent the packets to our print shop. Some of the principals printed their packets themselves. People at 90 Delaware printed and collated packets. Those packets were delivered to food sites and distributed personally and sometimes virtually. Those packets went into the district website as well as each individual school website for parents. Lots and lots of communication went out in terms of when packets were going out and the different phases that were included. We had six phases. The first phase started in March and then ran through June 8, which was Phase 6. What I put together for you was a huge snapshot of everything that went into paper packets and how many packets were handed in. I did it by school, by grade level, in cohorts, and in aggregate for the district. I want you to keep in mind that this only provides a snapshot, a small window into the entire work that went into paper packets. The numbers tell a story. However, the story ended for this report on June 8 because we were collecting and capturing the paper packet deliveries and submissions. Until that time, we had to come up as a district with a cutoff date so that we could close the system and prepare report cards. Report cards had to be disseminated on June 19. Traditionally, we tried to give parents a report card on the last day of school. We couldn't do that because of all the work that went into this and the system. We also had to work with Infinite Campus to change formulas. MIS had a huge portion and part that they played into this because they worked with academics in trying to come up with the formulas and the weights so that when teachers and principals submitted grades, the weights would be counted and the grades would go in as we had communicated to parents. Keep in mind that there are 19 schools that never received devices, 19 schools that never had Chromebooks, and 19 schools that had paper packets only. It doesn't mean that every school and every child in those 19 schools did paper packets. If they had a device at home, if they had a parent who said that they were going onto the website and downloading it or copying the work and doing it on the device, I will submit it that way. There are so many variables and so many factors that play into this information that the connection between the number of packets received by any one school and the numbers on these charts is really hard to put together. In the middle, there's the true story and it has so many moving parts. I wanted you to digest this information and then ask clarifying questions of the data provided. I do provide the number of students from kindergarten through eighth grade that we had. We went by the rosters that were in Infinite Campus. We worked with those rosters of students, principals, teachers and parents. Parents would call in and say they are not handing in a packet. The Superintendent said I don't have to hand in a packet and I'm not handing in a packet until I return to brick and mortar when schools open because I don't want them to be lost. I spent a lot of time working on this. There's a lot that went into it. In the high school, you will see that the numbers are really low because they have been a one-to-one environment for a while now and teachers do set up Google Classrooms. Whether or not a child had a device, some of the teachers went on and prepared a paper packet but they also prepare Google Classrooms. Students were accessing the work on Google Classroom through a device they may have had at home. You will see that Rosa Parks, Panther, and International barely have paper packet submissions. That's because most, if not all, of the kids worked online to submit their work. We released the Chromebooks out of the high schools and distributed them right after spring break. Packets 3-6 for the high school do not appear on paper. They were solely virtual. Packets 1 and 2 were paper for most of the high schools, with the exception of the ones that I mentioned. I probably left out a lot of crucial information. I'm going to ask you for your questions and then we can work through the report that way.

Comm. Simmons: Can you briefly talk about any guidance that came from the state as it relates to packets?

Ms. Peron: You heard me on the news because I was interviewed about paper packets. I had the news reporters come in to see the amount of paper that we had and what we were dealing with. Was I happy that we had papers packets? Absolutely not, but that's what we had and we needed to provide something for our kids to be engaged. Yes, we do understand there was learning loss. Yes, we do understand that there was a lot of miscommunication. There was a lot of fear because as you can see in the report, packet 1 was submitted at the highest rate. Packet 2 was during the time when there was an uptick and there were more positives. People were staying home and were afraid to come out. You'll see that packet 2 has the least submissions in every grade across the district. This is what we had to do. We came together as a district, administrators, and teachers and we put the best that we could for our kids. I'm hoping that we will never have to visit this again and go through this again because it's not what we want. We want our kids to be engaged in front of a teacher. We want our kids to be learning. Virtually, we are able to do that a little bit better than providing a paper packet to our students. I met a lot of parents through our food distribution sites who put a lot of effort and care about returning their packets and making sure that it got into the right hands. I do know that our parents care about our kids' education and I do know that we have to do better. We have to get those Chromebooks, get our teachers trained, and provide those virtual blended lessons for all of them.

Comm. Arrington: Thank you for the presentation and for the hard work with the packets. I know it wasn't easy. Can you answer this hypothetical question? I understand we had to give the packets out to make our minimum requirements of 180 days for the year. Hypothetically, what would have happened if we did not give out packets and if we had not met the minimum requirement of days for the year?

Ms. Peron: I believe that there is a mandate to provide 180 days of school. That is tied into our funding and a lot of other compliance issues. If we had not done that, we would be faced with having to make up a portion of the school year for our kids. We would be out of the fiscal year. We would be out of compliance in so many other areas. We would've probably jeopardized our return to local control and a lot of other issues and areas for our kids.

Comm. Arrington: Thank you, Ms. Peron. That was my point in asking that question. I think the public needed to hear the consequences if we had not done the packets. It wasn't a perfect solution. It was the only solution we had the time and we had to do it. I just wanted the public to hear that from you. Thank you, Mr. President.

Comm. Simmons: Any other questions from Board members?

Comm. Hodges: There were some schools that only had return in the 30% range - at least two, maybe three. I don't have the data in front of me right now. What kinds of efforts were done to increase those returns on the part of the students?

Ms. Peron: As a district, we would always communicate to parents through our website and our community forums because we did go out and have community forums remotely. We did reach out to our principals and we had them follow up with students as they were coming in. Some principals were onsite making Robo-calls. Every time we would have a packet distribution, there were about five Robo-calls to inform families that packets were being given out and should be returned. Individually, by school, they may have had different efforts that they tried. I can defer to my assistant superintendents who are over schools who may have more of those details than I have. But I definitely know that it was a concerted effort that we tried centrally to inform our

parents about submitting packets and all the possible ways that they could submit packets. We even developed a call center for parents so that if they had an issue or a problem with anything related to packets or their child, they would call in and let us know. We made 90 Delaware a packet submission place as well for parents. We also said to them that if they can't take it here, take it there. At first, we were really stringent with a cohort of schools going to one distribution site. But then we realized that for some people it may be that they passed through a different site on their way to work or somewhere and we said just bring them in. I know that there were individual schools where principals did reach out to their individual school population. I definitely can speak to the fact that as a district, we tried to always communicate the importance of receiving packets, giving them out, and submitting them.

Comm. Hodges: The data was a snapshot in time. Has there been a substantial improvement, particularly in those schools that were not doing well?

Ms. Peron: Yes, there has been. As you know, when parents realized that their child was receiving an incomplete and they didn't understand how the incomplete was going to be rectified, there was a mad rush to 90 Delaware and to the food sites between June 8 and the end June to submit packets. I can say that there was an uptick in submissions in June and we still have it now, Dr. Hodges. We receive packets on a weekly and daily basis at 90 Delaware and at food sites.

Comm. Hodges: The data doesn't really help us right now. It doesn't give us an honest picture of what's been going on.

Ms. Peron: It gives you an honest picture up until June 8 and 9. Moving forward I have to now take from June 9 through October 1. We have to have cutoff dates because it's an ongoing process. We had a principals meeting today and we talked about the process of converting incompletes to grades. We have a process that we have developed and principals now know and they have their updated student list. The people that are missing from the equation are the teachers because they are home and they don't have access to the principal Google Drive. I just want to make that clear to a lot of parents out there. They're reaching out to teachers and teachers may say they only have two packets for your son or daughter. What parents need to do is call the call center and reach out to central office because we have more than two packets. We have still been collecting those packets and we're still involved in that work where teachers are not. A lot of parents still call us in the call center. I had one today, as a matter of fact, who said that story, which is why I bring up this point. I spoke to my son's teacher and she said she only has two packets. I went into the system and looked up the child and they have six packets returned. Those four packets that they returned were after June 19.

Ms. Diodonet: If you look at the schools in my unit like at School No. 8, in the first packet they had 17% and 18%. That school submitted work online. It doesn't tell the full story as to who did the work and who didn't. At School No. 16 as well, which was a one-to-one, it's one of our newest schools that is Google Classroom trained and kids are online. Even though part of that school went on paper packet, many children and families chose to just upload their work and send it in. When you see 31%, it doesn't give the clear picture as to the work submission. The other school is Newcomers. If you look at Newcomers for both packets, you have 5% there. You just want to throw yourself out the window when you see 5%. But that's another Google Classroom school where kids were choosing to submit their work online and via email. Some were even taking picture of their paper packets, uploading them, and emailing them to their

teachers. Therefore, even though the percentage is low, the work submission is different.

Ms. Peron: When I first began the summation of the report, I did say that additionally this information is merged with a lot of different types of variables and factors. One is the distribution of Chromebooks. That was an evolving and changing date for many schools. If you see numbers drop for schools, it's because they may have had those Chromebooks distributed. All of this is on the website under COVID where we did our Chromebook distributions and who we did them for. That may help put together some of those numbers for you. The other one is the unknown and I say that in the report. There are students out there with devices. There are students out there with internet connectivity and they chose to do their work online. They didn't hand in the paper packet. They could've done it online. They did the worksheets and everything off the district website or on the school website because packets were posted on both of those and then they handed it in that way. This is solely about paper packets. It isn't the true picture. Somewhere in the middle of all this is the true picture. It's hard to capture when you read this sole report. If I had added every date that every school had Chromebook distribution, I don't know the students that were doing the work online because they could capture it off a device at home. I didn't have that information. Ms. Warren, did you want to add something?

Ms. Cicely Warren: Good evening. This is a snapshot of one data point only. In addition to our Chromebook distribution, which you do have the data to capture that, we had schools where they did not distribute devices. However, the teachers were actively engaged in Google Classroom and students had their own devices that they were using. This is not a true picture of student engagement. The attendance is not a comprehensive picture of student engagement. It's a matter of the attendance and the packets which is to be determined, and it's also Google Classroom. It's also the incompletes that will be resolved in October. I understand the desire to have a comprehensive picture of student engagement at this point because we've just gone through this experience, but all of that data isn't available at this time. I can say with confidence that we're in a better position to measure student engagement, monitor our kids, and record their attendance because a lot of that work was done in the development of our re-entry plan.

Comm. Simmons: Madam Deputy, because all of the data isn't available yet and we're talking about October 1 as cutoff, how long after that would you anticipate that we can have a true picture of all of the ways work was submitted, whether paper packets, Google Classroom, online, or students taking pictures? What would be the timeframe to collate all that data just so we have a picture? Hopefully, we won't have to go through paper packets again, but just so that we have an idea.

Ms. Peron: Give me a month to put it all together. I need to take this, take dates, run reports and statistics and all of that. October is going to be very different. If we do a hybrid model, it is going to be not business as usual. I want to give myself a month after that, but I will bring it to you.

Comm. Capers: What made you guys come up with that October 1 date? I hope I'm wrong, but it sounds like if we targeted the kids that have all the incompletes that need to turn in their packets, why are we giving them so much leeway? It almost sounds like Credit Recovery to me.

Ms. Shafer: Those kids will be coming back in September when we have the first opportunity to see them face-to-face and we're only going to see them twice a week.

Again, it goes back to what have those children experienced that they're coming into school with? I think I gave you this example. There's only one child that I know about. His mother died of cancer a month before the pandemic. In April, his father died. We have children that are going to be coming back to school, not only because of the pandemic if there's some trauma, but with sexual, physical, and mental abuse. We already know that those numbers have increased tremendously for all kinds of reasons. Children are going to come to school and as you saw in the plan the other day, we're going to have 15 minutes a day of social/emotional learning and mindfulness so that we can help students get back into school, get acclimated, and feel safe on top of everything else they're dealing with. We're only going to see them twice a week. That's all.

Comm. Capers: Great. And to your point, we're asking those groups of kids that experienced those different traumas to come back into an unusual learning environment. They have to start their work, whatever work they have to start in September. Then you have to add all these other incompletes you have. We're putting more on those children. Why are we not targeting those kids in July and August when they could submit it digitally? By September 1, all of the kids are caught up. Why are we giving them leeway all the way until October 1? That's what I'm not understanding.

Ms. Shafer: We're constantly talking to parents and communicating with parents whether it's through our call center or parents emailing.

Comm. Capers: When you say we, are you talking about your administration team? Or are you talking about the actual principals or support staff?

Ms. Shafer: Everybody. When we get calls from parents, if it's something specific that we can't handle and it needs to go right to that principal, then we are sending it to the principal. Even though they are on vacation, they have been communicating with us back and forth, reaching out to those parents and so on. We've been continuously working with them. But still, we have 13,000 students that still don't have devices. They would not be able to send it to us in July and August electronically. We did say that parents are bringing them here and calling about the packets. Is it every single child? No. But we're still getting a lot of calls and inquires around the paper packets. We want to at least give the kids and the families a month to get used to a hybrid, to get comfortable that the schools are safe and that we have a plan, and to come back to school with all of the trauma or whatever they had to deal with over the past five months. Then we gave them a month to get it in. I don't know if it's not enough. We can extend it. I'm not sure.

Comm. Capers: What percentage of students out there is still missing work?

Ms. Peron: We are actually getting ready to run those lists for incomplete for the principals. We talked about that today and we're actually going to prepare those lists.

Comm. Capers: Once you guys get that and run that analysis, we're going to get that per school, how many kids are missing work?

Ms. Peron: Yes, the number of children that have incompletes.

Comm. Capers: When you guys get that data, what is the plan for that? It sounds like it's a large number that still have incompletes. What is going to be the action plan? Are we just going to wait to see if we see those kids in September? Or still give them time? What is going to be the action plan? It's a good number of students. I don't need the

data to see. I just know that it's a good number of students. What would be the district's stance?

Comm. Simmons: I don't think it's fair to say that it's a good amount because we don't know. They haven't run the list yet. I don't think it's fair to say that.

Comm. Capers: I got you. Let's say it's a group of students. What is the plan to handle that group of students? What would be the plan that the district has in place to recoup that work over the summer months?

Ms. Peron: We actually talked to the principals today and we have a plan for that. Principals do return in August and they are working now even while on vacation. I'm sure that there is going to be a plan that they will reach out to their student population. Those of them that have incompletes, they'll make arrangements or they can come here to 90 Delaware to return those packets.

Comm. Capers: Is that the plan? Or is that still being talked about?

Comm. Simmons: Excuse me for cutting you off, but if I heard correctly, is it included in the reentry plan? I don't want to get too far into that because we have a meeting just for that. What she's saying is that it's part of the reentry plan.

Ms. Peron: There is a portion that talks about missed work, makeup work, and things like that. Remember, October 1 is the drop-dead date. From September to October, it is in the plan that parents are going to come back to school and they have to bring in their packets. That's going to be part of the communication that goes out for parents when they receive the plan for reentry for their kids.

Comm. Capers: Even if we're virtual? Say we don't open up schools in September. Is that the same plan? Because the parents are going to say I'm not coming in.

Comm. Simmons: Comm. Capers, I don't want to get too far into discussing the reentry plan. I really don't.

Comm. Capers: I'm just talking about October 1. That's all.

Comm. Simmons: To answer your question, I think she would need to begin to go into that plan and I don't want her to do that.

Comm. Hodges: But he has a point.

Comm. Simmons: I understand that he has a point, but the entire Board has not seen the plan yet. I don't want to get into that conversation.

Comm. Capers: But I'm not talking about the reentry.

Comm. Simmons: I understand what you're saying. What she is saying is she has an answer for you, but that answer is part of the reentry plan and I don't want her to begin to discuss that if there are a significant number of Board members that have not seen or heard any parts of this plan.

Comm. Hodges: Let me say this then. I'm increasingly concerned about what we are going to ask kids to do. First of all, I'm not even sure we're going to be able to open in September given what's going on now. That's number one. Our wonderful plan

notwithstanding, there are still some questions about that. Number two, you're going to be spending some time with social/emotional learning. You're going to be in school for two days and home for three, regardless. You're going to be bringing kids up to date for last year's material, plus you're going to be educating them on the current curriculum as well. And there will be some other kids who come between the months of September and October who are also going to be submitting packets which they haven't finished. That's a big packet of work for I don't know how many students and we already know that virtual learning is not as effective as in-classroom instruction. We're going to be behind to begin with. That to me is fraught with some difficulty. I don't see how we're going to do that. I'm increasingly troubled by the estimates that we're going to be able to do that. I'm not through yet. I'll be done in a few seconds. I'm just putting that statement out there. It troubles me that we have the suggestion that we're going to be able to do all of that, and maintain the curriculum and the instruction that is scheduled – because the state hasn't changed its requirements – and move these kids ahead at the same time. I'm troubled by this. I'm very concerned about that group that has not submitted packets because now they're really behind.

Comm. Simmons: Point taken, Dr. Hodges. I'm sure we will get some sort of answer when we go through the plan.

Comm. Castillo-Cruz: That's kind of the way I was going. I haven't seen the plan at all. The attendance is the part that we spoke of in curriculum, but the rest of it I have no idea what it looks like. At least on my end, I have a ton of questions that I hope are answered. If not, then we have to collectively have a conversation of what September is going to look like and make a decision. I agree with Dr. Hodges. I'm sure there are a lot of loose ends and I don't necessarily feel comfortable with kids coming back to school either. But I think that we can't have that conversation now. It has to be next week where we are all having it as a collective because to me it's like it's in another language. I don't necessarily know any component of it. We do have to come ready to make other decisions as well within the realm of our possibility.

Comm. Capers: I just want to be clear. I didn't want to take the conversation to the reentry plan. Nothing I said required that. All I was saying was the October 1 date is a long rope. That's all I was saying. What is the plan over the summer that we can give the option? That's all I was saying. I didn't want to get into that. I just want to make it clear. I didn't want to get into the reentry plan. I understand all Board members didn't see or hear the plan, and we didn't talk about it as a collective group. I just wanted to make sure to keep the discussion on what we're talking about, the October 1 date.

Comm. Simmons: But when she started to answer, she included that it was in the plan.

Comm. Capers: We should have this discussion with the reentry plan then.

Ms. Peron: Is your point that October 1 is too much time? Or October 1 is not enough time?

Comm. Simmons: He's saying it's too much.

Comm. Capers: I'm saying it's too much because in September, no matter how we come back, if the kids are in the building or virtual, it's still going to be a lot on that student. I don't know what the numbers are or how many incompletes of students that we have. But that's going to be putting a lot on that student. Our students fell behind. They have to play catch up on learning and they have to do the work that they are faced

with at the time. Then they have to complete other work. That's going to be a lot of work on them.

Ms. Peron: You're saying that October 1 is a lengthy amount of time. That's giving them more time to complete their past work and the new work that they are going to get in September. They have a lot of things to do. That's why we are offering October 1. We're staying in communication with parents and over the summer we do have food distribution sites. We send Robo-calls home. The packets are online. We have a call center. We are giving them many opportunities to pick up or submit a packet if they haven't done so already, and October 1 we felt would be a fair date for them to make up work as well.

Comm. Simmons: Just to piggyback on what she's saying, I think it's giving them more time. But remember, they either have the packets or parents have decided that they weren't going to bring them back until September. Giving them until October is just giving them more time to get it done. If I'm a parent that says my child isn't bringing the packet back or I'm not bringing the packet back until September, I'm also taking responsibility to make sure that packet gets done. If my child does not do that packet and if it's not done in September, I took that responsibility on. I have to make sure that my child gets that work done. We're not saying that students don't have them. A lot of this is parents deciding that they weren't going to return them until September. Given the fact that we have to get used to whatever it's going to look like in September, giving people and families time to get acclimated to whatever that looks like, giving them until October 1 is fair. They still have to get used to whatever it is we are going to be doing.

Comm. Hodges: My concern was the amount of work that they would have to do in that time period, the month of September. That's my concern.

Comm. Simmons: That's a valid concern.

Ms. Peron: If there is an extenuating circumstance, I am sure that principals and district staff would work with that child and that family. If it's an extenuating circumstance that they went through a lot, they're coming back, they faced a lot of hardship, and they need more time, I'm sure that we can make provisions for that child. But at some point, we do have to set a date and then we take it case by case. Not everyone is in the same predicament. We would have to look at it case by case.

Comm. Hodges: I would have been happier if you have ended it in mid-September and put the pressure on them during the summer, the month of August, to get it done. I don't know what they are doing during the month of August. From my point of view, I'm looking at what the forecast is. These kids don't have packets. They have to learn what they didn't learn in the fourth marking period, new material, plus the new material for the month of September, plus get these packets shored up. That to me is a little bit concerning.

Comm. Martinez: Everything is concerning.

Comm. Hodges: Absolutely. That's the problem.

Comm. Martinez: We've done a heck of a job this evening of pointing out every problem and offering no solution that everyone is concerned about.

Comm. Hodges: It is a concern.

Comm. Martinez: I get it. But do we see that every time we meet like this, the meeting becomes concerns, overload, problem, and no solutions. If it would have been said that we were being given until September, the concern would have been that's not enough time. If it's October, that's too much time. It's always something. We chase our tails for hours every time we meet like this about the same stuff. Is no one else tired of this? Offer solutions. Make a suggestion and let's go. We hear this all the time. If you want to offer a suggestion to these problems, beautiful! I'm all ears. But if we're just going to point out what's wrong, how this can go wrong, and hypotheticals about what can go wrong, come on man. Do us a favor already. This is the first and only time I've spoken this whole meeting.

Comm. Simmons: I don't want to get into the back and forth.

Comm. Martinez: Neither do I, believe me.

Comm. Redmon: I sat and I listened to all sides of what was going on. I understand that some of the Board members attended their retreat and they were already advanced with the plan that the Superintendent had. All of us have not gotten that plan. I'm one of those members that did not get the plan. I would like to review the plan before we can actually start making suggestions and come up with things that we need to do. Yes, I understand what Comm. Capers asked originally. Would it be enough time? You still have students that won't have packets in until September. We have to at least allow them to get those original packets into September. And then when September comes in, they're still getting the work on top of that. We still have to allow ourselves to come up with the comprehensive plan and making sure everything is okay. Right now, I can't really digest what's going on because all of us have not heard the plan. I would like to actually see the plan in person before we can make a decision. I don't like the back and forth because right now I really can't decipher what's going on.

Comm. Hodges: I wasn't discussing the reopening plan. I'm talking about the same thing I mentioned in our previous meeting about how we were going to have to have the students make up work because the fourth marking period, the people who had the packets, did not get new material. That's my concern. That's all I'm talking about. I'm not talking about the plan or the reopening, none of that. All I'm saying is what's being asked of the students now is to come to school, learn the material from the fourth quarter, then the material from the first quarter of the next year at the same time, and somehow do the packet. That's all I'm saying.

Comm. Redmon: Dr. Hodges, I was only going by what was sent in. I'm looking at your I&P information that is uploaded to your Google Drive. It looks like the plan on the students returning the packets was in the I&P drive. Can I ask the Deputy Superintendent if that decision was made in I&P?

Ms. Peron: We discussed it in I&P. We discussed it in cabinet. We've had many discussions around how we were going to receive it, how we were going to make up the grades, and how we were going to set up processes for incompletes.

Comm. Castillo-Cruz: I'm the chair of I&P.

Comm. Simmons: She's actually been trying to get her turn, but she can't raise her hand because she is on the phone. She's been texting me and I've been ignoring it.

Comm. Castillo-Cruz: First of all, thanks for acknowledging that you've been ignoring me. We definitely had this conversation in I&P. We had a Sunday evening emergency

meeting that lasted two and a half hours discussing the plan that the administration brought to I&P. We've actually had two meetings. The first meeting indicated about what grades and absenteeism would be. It was discussed then over a month ago at this point if the students will have until October 1. Those minutes were also submitted into the drive for all the Board members to see. We've been having these discussions because a lot of our students we have to understand are also going through a lot of things right now. If a student can complete the packets earlier, great, but some of them are taking care of parents and working and they're the only working individual or the primary caregiver in their home. We're giving them the opportunity that when things slow down they can get this work done. As the Deputy said, I know there is constant communication with the students who have not submitted their packets as of yet. If there are additional issues, I'm sure the district will work with them. But if I am the caregiver of parents who unfortunately have COVID, I appreciate that additional time. Or if I'm a child or parent who is of high risk and can't make it to the school district, I appreciate that additional time that I can work on weekends and that I can work in the evening. From what I understand in plan on I&P – and I was one of those Commissioners who don't have the entire plan – that means that most students will be doing work from Monday to Thursday. Friday is an additional day for them to be able to those activities. Again, if a student is able to do them prior to, great. All the district is doing is giving those students who have other issues going on right now an opportunity to still complete this work and giving them all the time possible. It doesn't mean you're just adding more work to them. Some families are grateful that we have this. If it doesn't work for that family, the district then has to come up with a plan on how to help them. We can't just say it's too much work because we don't know some situations. For some families, this works great. It might not work for all, but we have to figure it out as we go along. I think we can have a thorough discussion about this when we have the reopening plan because I'm sure this is a part of it. This information was given to Board members over a month ago through the I&P committee. We did have a meeting to talk about this and all of the administration was on. It was thoroughly explained and all of the committee members were on Board. For the rest of the Board members, they have the minutes and the ability to ask questions since that time.

Comm. Capers: Here's my concern. We keep saying all these kids that have the different incompletes have rather special circumstances going on at home. How many students did we reach out to that have these special circumstances with these different incompletes? It's impossible to come up with solutions if we don't ask questions to get the data. If we were going to have this conversation that tied in with the reentry plan, we should have saved this conversation for later when we hear the reentry plan.

Comm. Simmons: Comm. Capers, that's what I was trying to do when I tried to stop you earlier. I said I don't want to go too far into it because it's part of the plan. Your question leads into the reentry plan, which I was trying to stop because there were Board members that have not seen it.

Comm. Capers: I'm not disputing that this topic was discussed in committee. But when we give committee reports to the Board, this topic never really came up. I didn't hear it in the report. Maybe I missed the meeting. I don't know.

Comm. Castillo-Cruz: It's on your shared drive.

Comm. Capers: When we give committee reports, we're supposed to talk about what happened in committee. On the other note from administration, how many families are we talking about that have these special circumstances? First, they said they didn't

have the numbers. They're getting the data. How many students with incompletes have special circumstances? That's not a part of the reentry plan.

Ms. Peron: It's not.

Comm. Capers: But we keep saying that. How many families is it?

Ms. Peron: We're talking about different circumstances and things. We're all talking hypothetical here. The other thing is that for the children that had wellness checks Ms. Frazier is going to give you that information. Those were children that their principals and their teachers didn't hear from them. Someone in the district did not hear from them. Her team went out, collected that information, and made an effort to reach out to the parents. They talked about submission of packets. She said that in her presentation. Those numbers we will get to you. I will get to you how many incompletes there are as well. But the incompletes don't necessarily mean that the child hasn't done the work. It just means that it's not submitted.

Comm. Capers: Ms. Peron, we're both in education. If it's not turned in, that means what?

Comm. Simmons: But this isn't normal. This is different. We've had the conversations with the parents, as Ms. Frazier reported. There are parents who are saying they will turn it in in September. The district is just giving them until October. It does not mean that work won't be turned in in September. It could possibly be turned in in September. I'm sorry, Ms. Frazier.

Ms. Frazier: What Ms. Castillo-Cruz said is true. We do have students that have a lot of issues. We have students that lost both of their parents. There's a host of things going on with students that they may not have been able to complete the packet at that moment. But they are actively working on getting the packet handed in. It's not that they did not want to do the packet. It's just that they needed more time to complete the packet.

Comm. Capers: I understand that completely. What I'm saying is do we have that data if students are dealing with loss of family and all that other stuff?

Ms. Frazier: Some stuff is confidential. It's very confidential.

Comm. Capers: I just mean special circumstances.

Ms. Frazier: I will give you my personal contact.

Comm. Teague: I just wanted to interject for a minute. I don't want anyone to take offense to this. As Board members, we all have access to the Superintendent, to the cabinet, and to all the supervisors. We can ask them questions at any time off the record and get whatever information we need. When we do all of this questioning in the public meeting, what are we really doing it for? Are we doing it because we really want to help out? Or do we want to make the district look like they're doing a bad job? Because if that's the case, we're also making ourselves look bad. All of these different questions and saying we have concerns and problems, okay. We have the opportunity to call them directly and say this is my concern, this is my problem, and this is my question. When we do it in these live meetings, they're looking at us like we have so many questions for the district. Do they have access to them? Can they speak to them off record? Do they have direct connection with them? It makes us look bad. It doesn't

make us look like we're warriors. It doesn't make us look like we're fighters. It makes us look bad. The administration has been dealing with a situation that's really horrible. I think we need to be a little bit fairer to them. They're doing the best they can with very little and it seems like the Governor might have to cut even more. They're being made to continue to work hard with little. I think we need to kind of scale back a bit. Any other questions that we have, we should contact them directly. I'm not saying don't ask them now, but come on.

Comm. Simmons: Thank you, Comm. Teague. Hence why I always ask before meetings to make sure if you have any questions about the information that you have been given, you get them to the administration prior to the meeting so that they can cover all of your questions. I'm not saying that additional questions won't come up during the conversation. I'm sure the conversation will spark different questions. But at least if we ask the questions based on the information that we've reviewed, they can cover most of that information.

Comm. Hodges: The single concern that I have is the amount of work that the children will be facing in September. That's all I'm talking about. That's it. This is why I asked for this meeting, because I wanted to discuss this in detail looking at what these children are going to face. I'm equally concerned about the load that they're coming back with. I don't know what they are going to be facing in September. To have this additional load on them is a concern to me. That's the point that I'm trying to make and have been making in previous meetings. It's just the fact that there's a lot of academic work in order to catch up. It's the same thing I have been saying. I'm just repeating it now. It's nothing different. This is just an additional point that I'm bringing. This is not trying to make anybody look bad. I'm actually concerned about the educational well-being of our students, where we are not educationally, and how this situation is putting us further and further behind. It's part of my job to discuss those issues and to discuss them in public. I'm not going to go hiding this because this is the role, to try and put us in the best possible position educationally. If this is the best idea, okay. But my job is to put pressure on the administration to make sure this is the best method for our kids. That's all I'm doing.

Comm. Capers: Just so my colleagues and the public know, Susie and I sat down at length to talk about this whole project prior to this meeting. When I did get it, I received it. We sat and talked about it for about an hour. All my concerns were different from what we had talked about. She laid out the framework for me so I understood what I was reading and everything like this. I did reach out to the administration. We did sit down and go through it. When she gave me the commentary and when we talked about it, it raises more concerns and that's what I told her today. Just don't think that we are not talking to the administration. We did reach out. We had about a 45-minute to an hour conversation around this topic prior to this meeting.

Comm. Hodges: I had an hour conversation with Ms. Tsimpedes around the same points that I'm making now. This is not just coming here to grandstand. These are actual concerns and they have been concerns that I have mentioned, not just in this meeting, but in two or three meetings going backwards. It's an issue about how we're preparing these kids to move forward. That's all I'm here to talk about. That's it.

Ms. Shafer: I certainly understand what Comm. Capers and Comm. Hodges are talking about. Because the students and teachers are coming back to an environment that's going to be very different than ever before and there's going to be a lot of training that's going to have go on with students and teachers the first couple of days just about the environment, maybe we need to extend the time because there is going to be a lot. We

have assessments we want to do. We want to see where students are. We want to get intervention going. Maybe we need to extend the October date. It is about the fourth marking period grade from this year. The incomplete is going to stay incomplete until the student either brings in the missed work for that period of time or does not. We came up with the October 1 date because we wanted to give them, when we thought about it, at least a month. But now that I'm listening, maybe what we need to do is give them an extended period of time and push it out more than October 1. We're literally only going to see those children eight times during the month of September, twice a week. Maybe what we need to do is push it out. When we do get it, we do the calculation and we change the grade accordingly. That grade would either go up or be a passing grade because of the work they did or it would be a failing grade. We could look at extending the time beyond October 1. You're right. There is a lot that our students are going to have to deal with as well as our teachers when we open up.

Comm. Hodges: That is my point.

Comm. Simmons: I think everyone understands the point. I'm just going to go back to what the deputy said because we're all talking in hypotheticals. What I got from the October 1 deadline was it doesn't mean that that work is going to be turned in in October. All of that work could hypothetically be turned in when students come back in September. There is nothing stopping them from completing any of this work that they have now. Nothing is stopping them from doing that. I thought that the month was long enough because you have to stop at some point. The work that they are going to come into in the new year isn't going to change. They're going to constantly be learning new stuff. Even if you extended the date, it's still the same thing.

Comm. Capers: I agree with both sides. I would like to see that data first to see how many students are missing work. Then, if there are a lot of students with special circumstances, that may be determined. But I can't make a decision. I agree with you and with the Superintendent actually, but I have to see that data on how many students we are talking about.

Comm. Simmons: That information is going to be coming soon.

Comm. Capers: If we're talking about a couple hundred, yes, but if we're talking about a really small group, no. I kind of agree with both you guys.

Comm. Simmons: Let's wait until that data is given before we move any further into this conversation because we really are teetering on talking about the reentry plan and I really don't want to do that.

Comm. Castillo-Cruz: I agree we need to get off of this subject. It's difficult for us to even have a conversation. These kids are going to get a lot of work or they're going to get minimal work. We don't know what that is because I don't necessarily know what the students will be getting in September. I don't know if the curriculum is the same. I don't know if there have been amendments. I don't know what the length of the day is going to be. I can't say it's going to be too much work. It can be. I just don't have that information. I completely understand Dr. Hodges' point, but we also have to be realistic in the data. There's no way that the district will know all of the students who have other circumstances going on in their lives right now. It's just not going to happen. It's unfortunately how many families work. They don't like to discuss if there is any underlying situation going on as to why that student was unable to hand in work. Once the students are back or have that constant communication with principals on a daily basis or three days a week, it will be easier for the teacher or the principal to uncover

what that is. But as of right now, most families will not tell you, “Mom and dad have not been working for three months and my sixteen-year-old child has been the sole provider.” Or “Mom had COVID and I’ve been taking care of my five siblings.” Not many families, especially with the different cultures in the community, are very forthcoming with that information. Honestly, this is the first time I’ve heard us actually having an issue with giving students more time. I think just the idea of giving them more time to complete an assignment or to complete this work will allow for conversation if it gets overwhelming or for teachers to realize that they are struggling and will allow for more conversation. As opposed to saying there are only 10 kids with underlying concerns. Forget the October 1 deadline. They should be done by September. The underlying concern is not different or smaller because there are less kids. If there are one hundred students, the reality is that we will uncover this in September. If that needs to be extended, accommodated, or changed, that’s something that we’re going to have to do as things progress because it’s just where we live. I can tell you that from my full-time job. To get someone to be forthcoming with the possible problems that they have in their lives and families as a collective is very difficult. They don’t tend to share it very often. I actually applaud the district for giving them that extension. They will take the time to speak to those students once they start seeing them frequently and see how they are, how they are going that work, ask will that be completed, and ask the correct questions in order to help that child. The last thing we need to do is add more stress or add additional trauma to a student who is already having a hard time. Mind you, it can also be that a student just didn’t want to do the work and is going to rush to do it for October. That is also quite a possibility. But it’s difficult for us to determine that if the teachers aren’t seeing this child consistently. I think we just need to give that some time. I think there are so many bigger issues like what in the world our kids are going to be learning period come September. We can get updates on how it’s going. I don’t think we can either get rid of it or add it in this sit-down.

Comm. Simmons: This is going to be the last comment on this and then we’ll move along.

Comm. Capers: I’m just listening to my colleague. How do you do your wellness checks? You guys said that you don’t know what our students are going through or what their situations are because you said you went to their houses. You did all these different things. Can you explain what the wellness check is?

Comm. Castillo-Cruz: Commissioner, that’s two different topics. The wellness checks and the submission of packets have nothing to do with the other. You could have done a wellness check on a child because you didn’t hear from them in March, April, and May. On June, we knock on their door and we find out that there might have been an issue. But now it’s September or August and this child has completed all of the assignments. Or you could have constantly been listening to a child because they might have submitted packets 1 and 2 and they haven’t been able to submit the other packet. One thing has nothing to do with the other. It doesn’t say 100% of kids who had wellness checks have not submitted packets, or 100% of the kids who have not submitted packets needed wellness checks.

Comm. Capers: We don’t know that.

Comm. Castillo-Cruz: We do know that.

Comm. Simmons: That’s the data that we are going to get. I think we keep asking the same question. We’re going to move along. We’ll do the resolution and then we’ll go into public portion.

RESOLUTION FOR A VOTE:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated July 2020, beginning with check number 223451 and ending with check number 223458, in the amount of \$1,045,990.10, voided check in the amount of \$250,367.79, and wire in the amount of \$5,000,000.00, for a total of \$5,795,622.31; and

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.

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

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 1 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
- 4th and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. 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

PUBLIC COMMENTS

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

Comm. Simmons: How many speakers?

Mr. Zaydel: One was registered, but she is not on the call right now. So there are no registered speakers.

Ms. Clark: Can I still speak?

Mr. Zaydel: I'm sorry. Who is this?

Ms. Clark: This is Ms. Clark.

Mr. Zaydel: I'm sorry, Ms. Clark. You need to preregister for the meeting in advance. I'm going to send you the details for that right now.

Ms. Clark: Sure, no problem.

Comm. Capers: Mr. President, can we allow it?

Comm. Simmons: It would be out of order.

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

OTHER BUSINESS

Comm. Simmons: Madam Superintendent, before we adjourn, is there anything additional that you would like to add?

Ms. Shafer: Only that Friday you'll be receiving the narrative of the reopening plan as well as a power point. It will be hand-delivered to your home.

Comm. Simmons: Thank you. Please make sure that you thoroughly review the plan and formulate any questions that you may have. If you can, get those questions to the administration prior to the meeting. I'm not saying that additional questions won't come

up, but if we can get any questions that come up while you review that would be helpful in making sure that the administration addresses your concerns and it cuts down on them having to get back to us with information.

ADJOURNMENT

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

The meeting was adjourned at 7:05 p.m.