

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

July 27, 2020 – 5:13 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 27, 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.

Comm. Simmons: Before we get into the presentation, I just wanted to do a little bit of level setting and give the purpose of this meeting. This meeting isn't for debating whether or not we will open schools, but to hear the plan from the administration on reopening of schools as guided by the Department of Education and the Governor. I can tell the public that the administration has been working on this plan since early June.

Ms. Shafer: Late April and early May.

Comm. Simmons: There has always been work on this plan, but because we didn't have guidance from the DOE on whether or not schools would reopen it just remained

in a working state. The Governor and the DOE did not give that guidance until June 26. They also said that districts had until the first week in March to submit their plan to the state. It has been a work in progress. Although there wasn't much guidance from the DOE, the administration has tried to account for most situations.

Ms. Shafer: Before we begin, I would like us to have a moment of silence on behalf of our educator and principal who just retired in December, Mr. Hilburn Sparrow. He was principal of School No. 13 and School No. 14.

Moment of Silence

Ms. Shafer: Thank you. Please keep his family in your prayers. I did speak to the wife today and she's going to let me know about the arrangements and we'll be sure to get them out to everyone.

PRESENTATIONS AND COMMUNICATIONS

District's Reopening Plan

Ms. Shafer: At this time, we have been put on notice by the Governor and the Commissioner that we must have a plan to reopen the district and have in-person instruction according to the guidelines of what the state put out called The Road Back: Restart and Recovery Plan for Education. With that said, I want to thank my team members and the committees for all the hard work to put this plan together that you're going to hear about in a few minutes. We had a steering committee that started to meet in late April and early May to put a template together. From there, we created 16 committees with over 70 individuals who were taskforce members that included the Board members, some of our partners, parents, teachers, nurses, higher education, counselors, union representatives, principals, administrators, and cabinet members. In addition, we also asked students for their input at both the middle school and high school levels. We developed our plan to comply with CDC guidelines and the Governor and Commissioner of Education guidance. Today we sent all the union presidents a draft copy of the plan – some of them may be on the Board meeting tonight – so that they can go long and see the plan as we explain it. We took some additional safety measures that you'll hear throughout the plan. There were recommendations from the CDC and the Governor and Commissioner. They were just that, recommendations. They were not requirements, but we put them in our plan as a requirement. I'm going to ask that we have move through the plan. We have individual speakers for each section. If you would just hold your questions for the end of each section, we'd be more than happy to answer them and move on with the plan. If your questions are relative to something that we're going to cover later on in the plan, I'm just going to ask that you wait until we get to that section so that we can move through the plan and then take the questions at the end of each section. With that said, you can follow along with the PowerPoint. Boris is going to put it up on the screen. The first is instruction and program, which is Joanna Tsimpedes.

Ms. Joanna Tsimpedes: Good evening everyone. I'm going to piggyback on what Ms. Shafer said with regards to the opening plan. In creating the 2020-2021 schedule the district followed the guidelines presented by the Governor of New Jersey in The Road Back: Restart and Recovery Plan for Education. We also adhered to the New Jersey Department of Health and the Center for Disease Control, as well as the input of stakeholders regarding the needs of all students in the district. The district's reopening plan has been created to afford students the ability to resume in-person instruction via a hybrid model. As per the Governor's speech at the end of June, we were instructed that

we would have to have in-person instruction for our students in some form. Teachers will be reporting to schools Monday through Friday as per the contractual time. All Paterson schools will follow a Monday through Friday schedule in place of the six-day rotation which was conducted at the elementary schools. No longer will we be following the A through F or Day 1 through 6 schedule as elementary schools were doing for several years. High schools will continue to follow their regular bell schedule. For parents who decide not to have their children return for in-person instruction, the child will still be involved in the classroom. The child will be responsible for completing the work via remote instruction and ensure that they partake in their assigned Google Classroom and Google Meets. The first day for students will be September 8, 2020. The original date for students was September 3. However, due to the amount of training and preparedness for staff in order to open schools, we wanted to provide adequate time within the schedule for teachers and building administrators to prepare for opening of schools. The first schedule we're looking at is the proposed schedule for preschool. Parents of preschool students will have three options. Option I, students would come to school Monday through Thursday with Friday being remote. Option II, they would follow the district elementary AB cohort schedule, which I will talk to you about in the next slide. Those students would either come to school Monday and Wednesday or Tuesday and Thursday depending on the cohort they fall into. Option III would be to have the entire program online for the students as per the Governor's announcement last week. Both synchronous and asynchronous learning will take place. Lesson plans have already been created for teachers to implement to address both in-person and remote learning for our pre-k students. Chromebooks have also been purchased for all preschool staff and children. All preschool children will receive a drawstring bag where they will be able to take materials to use at home with them. For the elementary and high school, each homeroom will be broken up into three cohorts. Cohort A allows the students the opportunity to come to in-person instruction on Mondays and Wednesdays. While Cohort A is in person, Cohort B will be working remotely from home with synchronous, which is real-time instruction, and asynchronous, which is recorded instruction. Cohort B will require students to have in-person instruction on Tuesdays and Thursdays. Cohort A at that time would be working remotely from home with synchronous and asynchronous learning taking place. If parents choose for their children to have all remote instruction, they would fall into Cohort C. However, they would still be assigned to Cohort A or B so that they can partake in their Google assignments in Google Classroom as well as partake in Google Meets. This would be the Monday through Thursday schedule. However, on Fridays all students would be remote. The students would follow a half-day schedule and at the conclusion of a half-day at 1:00 students would then have time to work on their digital intervention platforms, as well as complete assignments that they need. From 1:15 to 3:05 p.m. on Friday afternoons teachers would participate in one of the following depending on the calendar – professional development, grade level meetings, professional learning communities, data meetings, common planning time, and principal meetings. If a parent decides to keep their children at home, there is a form that they will complete and provide to their principal. During the school year the parents of students in Cohort C will have three opportunities to adjust their preference and have their children participate in the hybrid model. At some point, if they feel that they are comfortable and would like their children to come back to school for in-person instruction, they would be allowed at the end of each marking period. Marking period 1 ends November 10, marking period 2 ends January 26, and marking period 3 ends April 15. All they have to do is complete the form and allow their principals to know of their choice to participate in in-person instruction. I'm going to turn over the special education piece to Ms. Coy.

Ms. Cheryl Coy: The proposed schedule for special education students who are self-contained would be Monday through Thursday in person. For students who are pullout replacement, it would be Monday through Thursday every week as well with all students in those two categories having Friday instruction virtually. Related services and child study teams would be able to provide services in designated areas or through virtual implementation.

Ms. Tsimpedes: In the event that we are required to have a health-related school closure for all students due to the pandemic, we will then have an entire district on virtual distance learning on a Monday through Friday schedule. Therefore, no longer needing the cohort grouping and students would follow their regularly scheduled day remotely. In the first 15 minutes of the school day, all students will engage in mindfulness and yoga activities. This is going to occur even with the hybrid model. It is very important that our students be transitioned back into school and address the social/emotional aspect that students have faced during this pandemic. For the first 15 minutes of the school day all students in the City of Paterson from pre-k to 12 will be engaged in a form of mindfulness or yoga. Teachers are to adhere to the contractual times should we have a virtual distance health related school closure. They can be remote or they can be in the building to ensure they have all they need for remote learning, inclusive of internet, access to phones to call parents, and devices. In order to remediate the effects of learning loss, we have taken multiple actions in the Division of Academic Services to ensure that our students are going to be on par. Upon the return to school, students are going to have an adjusted curriculum from math and English language arts to include opportunities for teachers to address prerequisite skills or standards that students must have to continue to progress in their current grade levels. We're also going to be providing a diagnostic assessment in September for math and English language arts to identify specific areas where instruction or intervention may need to be included for student learning. We're also going to use the data provided from the diagnostic assessment in September to determine the academic intervention that our students need in order to move forward. During the professional learning time on Friday afternoons, teachers will have the time to analyze the data and create targeted plans for students. We're also going to be providing for the first time beginning in September 2020 Option II for our high school students. Option II is an alternative way for students to earn high school credit for learning experiences outside of the traditional classroom. This will afford students the ability to participate in Credit Recovery as well as advance their learning by taking additional classes should they feel that they can handle the course load. Professional development is also another key area that we will be focusing on as a district for all our stakeholders, inclusive of students, staff, administrators, and parents. Based on the chart in front of you, the most important activities that we will be providing to our staff and students upon reentry is the reentry protocols, which will talk about the health and safety protocols that will take place in the new norm that schools will be facing come September. We also have included new mandates that we have as a district. We're going to provide teachers with surveys on mental wellness. We're going to focus on digital citizenship for all stakeholders. We're going to ensure that our parents are provided with the tools necessary in understanding Google Classroom and what remote learning is, as well as the safety protocols that we are rolling out to our students and faculty.

Ms. Coy: During the first two weeks of school, principals will create a video that will welcome students back to school with a brief summary of COVID-19 and how we all must work together to maintain a safe and healthy environment. Video tutorials and discussions on topics regarding changes to the school environment such as classroom, cafeteria, traveling in the corridor setup, restrooms, and those expectations, along with personal protective equipment. Building staff will have conversations with students

regarding COVID-19. Surveys will be completed to identify students' fears, concerns, and expectations. Staff will determine how to change those fears, concerns, and expectations into a positive climate and culture. SEL committees have been established to develop additional resources, activities, and best practices for school personnel to use for lesson planning. SEL curriculum that's currently embedded into the district health curriculum will also be used across content and should be infused into weekly lesson plans. As stated earlier, teachers will provide 15 minutes of mindfulness or yoga daily prior to the instruction beginning. Staff and students will be surveyed to identify any concerns or fears with regards to COVID-19. The district will then enforce additional resources and supports in place to help them through the process.

Ms. Tsimpedes: Another critical part in reopening of schools is school operations. With regards to masks, the NJDOE and the CDC have not mandated that students wear masks in the classroom when social distancing is possible. However, the district as an extra precautionary measure will require students to wear masks in the classroom at all times, unless they have a medical condition. Students and teachers will have plastic partitions around their desks and as such specified mask breaks will be scheduled by building administrators, one in the morning and one in the afternoon. Additionally, any time students leave the classroom, walk around in the classroom, or are on the playground, masks must be worn. Hallways will be divided to help encourage students and staff to keep to the right at all times when walking in the hallways. In all schools, lockers will not be used unless students are guaranteed their own locker or cubby. Principals will create a locker schedule so that social distancing is adhered to. Should there not be access to cubbies or lockers, students will place their coats and backpacks on the back of their chairs when there are no lockers utilized. Principals will assign staff to monitor restrooms to ensure that only two pupils are inside at a time and handwashing protocols and procedures are followed accordingly. If possible, we are encouraging to have a system outside the restroom indicating how many students are occupying it. All students prior to and after lunch will have handwashing breaks. Pre-k and kindergarten students will eat in their classroom with instructional aides serving as monitors for the lunch periods. This duty will be part of their schedule. With regards to the elementary and middle schools, students will be able to eat in the cafeteria and any other designated large areas where social distancing is possible in the building. It's recommended by the NJDOE guidelines that students sit on one side of the table. Consideration will also be given to split students for recess and lunch to further reduce the number of students in one area at a time. Prior to the students exiting the building at the end of the day, a process will be created by the building administrators to distribute breakfast and lunch meals for the days that the students will not be present for in-person instruction. At the high school level, students will be able to receive a grab-n-go for breakfast. Building administrators will ensure that the lunch periods allow for social distancing in the cafeteria or other large areas. Prior to exiting the building at the end of the day, a process will be created by the building administrators to distribute breakfast and lunch meals for the days that the students will not be present for in-person instruction. Continuously throughout the day announcements will be made regarding social distancing and the wearing of masks to remind students. In the classrooms, there will be removal of excess furniture to allow for students to social distance. The NJDOE recommends students sit in rows with no more than 15 students in the class at a time. Each student will have their own desk assigned to them to store their materials. The district is also adding another layer. We're going to be purchasing personal dividers to provide social distancing for our students as they sit in their desks. They look like trifolds. It is strongly recommended that students remain in their classrooms and teachers travel rather than have students, if possible, travel throughout the building. The students will have breaks in between to stretch. If they are traveling, inclusive of going to the cafeteria, they will take their dividers with them and return them

at the end of the day to their homeroom for daily cleaning and sanitizing. Water fountains will still be in use with routine cleaning. However, it's encouraged that students bring a water bottle to school. We are not allowing students to share resources in terms of crayons, pencils, and scissors. We are asking that each child have their own pencil box or even a Ziplock bag with their materials in there so there is no need for sharing. School supply lists will be provided by the principals prior to the opening of the schools via the school website. Since students are expected to have the Chromebooks in September, the technology classes will occur in their homerooms. The lab can be utilized as an additional space for the building. Back-to-school-night and report card nights will be virtual. Additional information will be forthcoming as we near the beginning of school. Lastly, surveys will be conducted quarterly to all the stakeholders to gather data on what is effectively working and what needs remediation. With regards to the academic packets, the district is still collecting, reviewing, and checking in the packets for all five phases and is recording for submission. Principals, teachers, and a designated team at 90 Delaware will continue to collect and review the packets. Student rosters are continually being updated based on information that is being provided in the summer to us. The goal is to capture all student work submissions so that every student is assigned a grade in place of the incomplete for marking period 4 in their final grade. Every student will have an opportunity to make up packets and virtual assignments they fail to submit. Students with incomplete work will be granted a reasonable timeline to complete the work and submit the packet or online assignment. Principals will record each student's plan and obtain approval from the unit assistant superintendent. Once there has been a receipt of the packet of work, a student grade change will be completed and the report card and transcript will be reissued and updated to reflect the additional information. Lastly, a note about retention for the 2019-2020 school year. All recommendations for retention must have adhered to the guidelines in the promotion manual calendar. As per the promotion calendar, parents will be notified of the possibility of retention by the end of the second marking period. Students in danger of retention after specific intervention will receive parent notification via the third marking period progress report and report card. If these steps do not occur, in addition to a timely referral to the IRNS committee, the recommendation for retention is not supported. No new recommendations for retention based solely on fourth marking period work will be considered.

Ms. Shafer: Thank you, Joanna and Cheryl. Are there any questions or comments regarding instruction and program and special education instruction?

Comm. Hodges: I have some questions. Why the 15-minute mask break? I understand why you want to have the break, but why 15 minutes? Will there be conversation going on during that time? Will teachers be talking in the classroom? You're having people exposed for 15 minutes. That's a question mark for me.

Ms. Shafer: 15 minutes was just an arbitrary number that we thought of. I don't know if you've worn a mask for an extended period of time. You do need a break and children probably more than adults. That's why we have the partitions. First of all, we're going to do social distancing in the classroom. On top of that, we have masks and then a third defense is the partitions. When you give students a break where they can take the masks off, you'll still have the partitions. It's really a quiet time. We don't want talking because you don't have the mask on and the talking or singing could transmit the virus. It's really a quiet time. They could have something to do at their desk. It's just giving them a break with the mask. We might start out with 15 and that might be too long. Maybe you need two six or seven-minute breaks in the morning. We're going to find that out as we move forward.

Comm. Hodges: I'm just concerned about the 15-minute length of time without masks, for obvious reasons. Will there be testing of science along with math and ELA?

Ms. Tsimpedes: In the initial piece where there's going to be a focus on math and ELA, we've made changes to the science pacing due to the changes at the state level. However, there will be progress monitoring taking place to ensure that students are on par in the classroom with science instruction based on the changes that are going to come forth to the Board at the August Board meeting with regards to curriculum.

Comm. Hodges: There will be changes in what? I didn't follow that.

Ms. Tsimpedes: We have updated our curriculum guides for math, ELA, science, and social studies. For science, the guides you will see in August for Board approval have taken into consideration the changes from the state level. There have been some minor changes made based on pacing because of the recommendations from the state with regards to the standard adoptions.

Comm. Hodges: Did we get the scoring results back from the science test?

Ms. Tsimpedes: Not for the evidence statement analysis.

Comm. Hodges: Okay. Thank you.

Comm. Teague: My concern is still in terms of the special education students, like my son. How are they going to handle that with those students who are not going to wear mask? They're just not going to let anyone put a mask on them. How are they going to handle that?

Ms. Coy: For students who have difficulty with masks, we are getting face shields for them as a layer of support. We are fully aware that the children in the autism program and any child that has sensory issues, whether they have an IEP or 504, are going to have a tough time keeping the mask on. Neil Mapp did agree with me today that he is purchasing shields for children as well as for the adults in those programs.

Comm. Teague: That's a big concern that I and a lot of parents had who have children in the autism spectrum.

Comm. Capers: For Ms. Coy, how are we making sure that every student with an IEP is getting the services they need? For Ms. Tsimpedes, you mentioned about Credit Recovery. Do you know about how many students will need Credit Recovery? You said that in a class structure the teachers are going to have partitions around their desk. Are there going to be certain guidelines where teachers are going to be standing in the classroom? Are they just going to be behind their desks? Are they going to be required to go to a student desk to help them with their work? Or are they going to just sit behind their partitions? If a teacher does that because she feels it's safer, is that okay? You mentioned about the sharing of supplies. You didn't mention that if a kid does have to share supplies there is a process that the district has in place that they will be sanitized. To Ms. Shafer, I didn't receive the information about the amount of incomplete packets. I'm still waiting for that data. Thank you.

Ms. Coy: To ensure services are in place, we are tracking students who are currently receiving services and those who are not. It may be due to the lack of a parent not wanting the child to participate or the scheduling time doesn't work for the parent when we need to provide the services. We are keeping data and record of those services to

make sure that when September starts students who missed any services would receive them, whether they be virtual or in person. Stations will be set up in schools for services to be provided as designated by principals where there is space available. Let me just jump in on one of your questions about sharing resources. I know that's also a concern for related services and child study teams. Any resources that they may have to repeatedly use, like testing materials, they will be given sanitation supplies in order to wipe the materials down. Or they will be put to the side so that they can be sanitized before they have to touch them again or they have to be given to another student.

Comm. Capers: Got it. If the parents decide to keep the kids with IEPs home because they just don't trust it, which they are privy to do so, do we have enough staff to make sure those IEPs are being met?

Ms. Coy: We do have staff still in place that we continue with from the 2019-2020 school year that will continue to provide those services, whether it be virtual or in person. If a parent decides they don't want their child to return to school or they only want to go with the hybrid model of two days on and two days off, then they will be scheduled virtually.

Comm. Capers: Are we stopping the home visit services?

Ms. Coy: As of right now, I don't think any home visits are going on throughout any district. It has not been reinstated yet.

Ms. Tsimpedes: Comm. Capers, to address your questions, with regards to Credit Recovery we will not know that number until the completion of summer school, which is next month. For the partitions in the classroom, that's just an added layer for the teacher. The teacher will have the mask on and will walk around the classroom to provide support. Obviously, you'll have to be more vigilant about when you do provide support to students. They and the child will have their masks on as well. The expectation is not that teachers stay behind the glass structure. It's just when a teacher is sitting at her desk there is another layer of protection for her. With regards to the sharing of supplies, Ms. Coy pretty much answered it. Anything that is borrowed from a teacher will be placed in an area so that another child won't utilize it. That's why we're highly encouraging that students come prepared to school with their own pencil box or Ziplock bag with enough pencils, pens, and crayons. Unfortunately, gone are the days when we can just ask the child sitting six feet from us to borrow that crayon, scissor, or ruler.

Comm. Arrington: Cheryl and Joanna, thank you for the presentation. Will the students be taking the face shields home every day? Will we be collecting them at the end of the day? I didn't want them to come in every day without them?

Ms. Coy: That's a great thing to bring up because we know students are going home with their masks every day. Consideration can be given, but we have to determine where we would store those masks so that they are safely stored and sanitized each time the children pick them up, use them in class, and leave them at the end of the day.

Comm. Arrington: It would probably be easier for them to take them home and bring them back in the next day. You just have to encourage the parents to make sure not to lose them. They're a little bit more expensive than the face masks.

Ms. Coy: Agreed.

Comm. Ramirez: How is this going to be communicated to the parents? What's the communication breakdown going to look like, especially with our non-English speaking families?

Ms. Shafer: As we get into the communication area you will see our communication plan. The PowerPoint will be translated into all languages that we need. We also did a voiceover for the presentation. That will also be translated. We're doing Robo-calls. If you look in the communications section, starting tomorrow we have a number of meetings with all stakeholders including parents. We have three meetings set up this coming week and part of next week to communicate the plan to parents. In addition to that, it will be on the website and we will be sending letters home to parents summarizing the plan and attaching the Cohort C, if you want to have your child stay home. All the important information will be in that letter as well as the form for them to fill out.

Comm. Ramirez: Okay.

Comm. Hodges: The Credit Recovery curriculum that's being offered as an option, is that tantamount to a GED program? What is the nature of that Credit Recovery program given as an option that can be taken by high school students? It's not going to be given to honors and IB students.

Ms. Tsimpedes: When we talk about Option II, it's for students that could be on the advanced track and want to partake in more advanced courses throughout their educational time with us. They can partake in some of the general electives through the use of Option II. The platform we currently use is called Edgenuity. The students go through a full year course within the platform. It's not a GED per se. It's an actual accredited course that the students partake in in order to receive the credit for the course. They have assessments. This program has time on task. It can tell us if a child is on the program and just sitting idle versus them actually working on the program. That is what we're using for Credit Recovery as well as for the summer school virtual program.

Comm. Hodges: I see. I've had some problems with the Credit Recovery program, which I have not been shy about stating. I'm just trying to get a better sense of what that is.

Ms. Tsimpedes: We've changed the platform. It used to be Plato a few years back and now we went over to Edgenuity. It affords us more opportunities for students to take courses, not just for Credit Recovery, but for credit accrual as well as Option II. If we have students who would like to complete their education under the four years, they're able to do so with the courses. We don't encourage the IB and the AP because we feel those courses need that in-person instruction versus what's on there. Also, Edgenuity has had a higher impact with our students in terms of completing the work too. That goes for teachers being able to decipher if a child is on the program just so they can say they were there versus them truly being engaged in the program and completing the lessons within a time span.

Comm. Hodges: Thank you.

Comm. Capers: Just a quick comment. Is the supply of masks under Neil or Ms. Tsimpedes?

Ms. Shafer: It's Neil.

Comm. Capers: Okay. Ms. Shafer, I had asked for the information.

Ms. Shafer: You'll have those by the end of the week.

Comm. Capers: Thank you. Ms. Tsimpedes, how many students do we currently have in summer school?

Ms. Tsimpedes: In the elementary or high school?

Comm. Capers: Can you give me the numbers for both?

Ms. Tsimpedes: The elementary is 811. At the high school level, it was over 1,000. I'll get you the exact number before the end of the meeting. I'll send it.

Comm. Hodges: I have a question that came from a parent online. What happens to students in the upper grades who have problems with the masks in the classroom? Will the face shields be given in place? Is that the idea?

Ms. Coy: Right now, the face shields are going to be provided for particular populations under special education. But if there is a child in the general education setting who is not comfortable wearing the regular masks, then we would need to let Mr. Mapp know that we would need to designate a face shield for that child.

Comm. Hodges: Okay, but only a face shield, which doesn't necessarily stop transmission. Okay.

Comm. Capers: Are we giving kids the option?

Ms. Coy: No, we are not.

Ms. Kimler Williamson: Good afternoon everyone. I'm Kimler Williamson from the Nursing Department. We're focusing on the training, prevention, and response. The training is going to be provided for students, parents, teachers, and staff and as needed for updates and reminders. The trainings are centered on prevention and the strategies to help people protect themselves and others. The reoccurring theme that has occurred throughout all of our meetings is what the district is doing to keep the different populations safe. We are strictly and adamantly following the CDC's guidance. The rest of the world is struggling with this idea that the guidance is working. New York, New Jersey and Connecticut have proven that with the masks, the six-foot social distancing, and frequent hand hygiene that we are able to flatten and then significantly reduce the spread. In the buildings we will maintain adequate supplies of soap, paper towels, hand sanitizers, and tissues. This is a collaborative effort and we have to work together. The PPE that will be provided to staff is to make them feel safe and know that they have what the CDC has recommended. It is truly correct that Dr. Hodges is concerned because a face shield is to be worn with a mask. We have to normalize this procedure. As we watch people adapt to how to go shopping, you see that people are starting to get used to wearing the PPE to protect themselves and they do it automatically. Even the smaller children are adjusting. For nursing there will also be an extra layer option of protection to be able to wear the gown and masks, depending on what they have to do with the children. Initially, it will be available for them so that they feel comfortable coming into the district. The PPE is for the nurses, custodians, general education teachers, as well as the special education, paraprofessionals, personal aides, as well as an extra level for the pre-k level and the special education. They do work in

conjunction with each other in partnership with the social distancing. There are general health and safety guidelines. We are going to use the CDC posters, handouts, and videos, which do come in Spanish but are not yet available in Bengali and Arabic. They have videos with no sound. We do plan on having some district videos to help with the training. The plan is to minimize. We've discussed that, but you have to wipe. You can hand sanitize where you stand. If that sanitizer is available to you, as soon as you let go of anything you shared, spray or disinfect your hands as well as whatever you had on it as you lay it down. When it comes to sharing, it is not encouraged, but it may be necessary at times. Those sanitation stations are around the building, but there will also be hand sanitizers available in the classroom. There's a procedure that's going to be in place for when a student or staff is sick. There will be an isolated area established in each building between the administrator and the nurse as to where it will be and the process that will take place. Anyone found to have COVID-19, that tests positive and that is in the schools, as of today with what we know, everyone who that student has been in contact with will be put into quarantine. We have not gone this route before and so we're going to err on the side of caution. Everyone will be quarantined. I talked with the health officer and this is the guidance that we're following. The spread in Paterson took off and it spread really quickly. As we go back into the schools, we're going to be on the side of safety. Even with the mask on, the distancing, and the frequent handwashing, if someone in that room tests positive, everyone who has come in contact with that person will be quarantined. That is going to be our procedure going forward upon the initial reentry of our students and staff into schools. The quarantine period is 14 days from the last contact with that person. That person is going to be sent home and everyone is going to be guided to contact their healthcare provider once they are sent home, whether they have symptoms initially or not. Asymptomatic and pre-symptomatic looks like exactly the same initially, expect the asymptomatic will never develop symptoms. The pre-symptomatic person will develop symptoms within 2 to 14 days. Everyone will be initially required to quarantine and contact their own healthcare provider. Testing will be guided from their healthcare provider, not from the district. The district will always err on the side of safety to keep our staff and students safe. That is the process with which we will start the school year based on the information we have today. It may change, but as of today that is going to be the process. The education is also on how to wear the face coverings, how to maintain social distancing, and frequent handwashing with soap and water and hand sanitizer, 60% alcohol or more. There are also guidelines in place for if a student reports that they're sick. There's a process that occurs for notification so that we can quickly and efficiently notify those that need to be notified and have them go into their quarantine process. Contact tracing is not a process that will be done per se in the school district. True contact tracing has always been done by our local board of health and continues to be done. When contact tracing occurs and you tell a family that they have to quarantine for 14 days, they usually need resources in terms of money if they can't stay home from work. Some people need alternative living space because they can't stay in a crowded area or they have multigenerational or high-risk persons in the household. Contact tracers are able to provide them with these resources. In the schools we contact trace as much as we can as far as who they have been in close contact with within six feet or less, without a mask, and for 10 minutes or more. That scenario would be close contact. In conjunction with the board of health, whenever I get a call that someone has tested positive or even exposed, the positive I report directly to the board of health. COVID-19 is a reportable disease and must be notified immediately. Then we follow their guidance throughout it. It's the same thing with a staff member and the protocols for coming into the school. The nurses will be part of the pandemic team, the quick response team, or the crisis team. The nurse is included in that grouping. Are there any questions?

Comm. Simmons: I just want to remind Board members to use the app to raise your hand. It's a little easier to track who wants to ask a question. In the interest of time, since we have a number of speakers, I'd like to save all questions until the end. Board members can just write those questions down and we can get through the entire presentation. CDC has put out a list of hand sanitizers that are toxic. Are we making sure that we don't have that supply in stock? Are we sharing that guidance with parents?

Mr. Zaydel: One of our new regulations addresses the use of disinfectants. Sanitizers specifically, the ones that are EPA approved, Neil Mapp will discuss that in the facilities section, as well as the disinfectants that are allowed to be used.

Comm. Simmons: Are there any other questions for this section?

Comm. Capers: Can you go into detail? I know in the other task force meeting we talked about the isolation room. If a kid is showing symptoms, they will be in the school in an isolation room until their fever breaks or whatever. Does every school have the space for that? How will the staffing be? If two kids have to go into isolation, how will that affect the staffing of the building? How quickly does the contact tracing happen? If we get a big spike in Paterson, how fast will we get it for our students? Lastly, if nurses choose to be out for sick leave, how many substitute nurses do we have?

Ms. Williamson: On your first question about the isolation, it doesn't matter. We have to create the space. That is a requirement for every school. Every principal, in conjunction with their nurse, has to identify an isolation area for students. Even if you have two students, they are required to do as everyone else, social distance and wear their mask when they are sick. The sick room is for people who acquire or develop symptoms while they're there. If they show up that way, they are to go home and they may wait in that isolation area. The procedure is if they have any signs or symptoms of any sickness, they are not to come to school to work. We're not having anyone come in and try to distinguish their allergies, asthma, flu, cold, or other symptoms they may have from COVID. COVID symptoms are not unique. That isolation area should always have been a place in the schools but now because of this pandemic and the rate that it spreads, it is required to have a place separate and apart. As for staffing, that also goes to the building level. The administrator decides who is going to staff it. Initially, school starts with a nurse in place and she is going to be taking care of the sick and the well. She has to change her face mask. If they do have signs and symptoms, she still has to change to go back to take care of the well kids. As far as how many nurses there are, we are putting out a posting to hire two district nurses to cover nurses when they do call out. Right now, there is a posting for two. There is a nurse in every building and a posting going out to hire two more for the district to cover when a nurse is absent.

Comm. Capers: How about the contact tracing?

Ms. Williamson: That happens almost immediately. I call the board of health and the health officer. If in doubt, we just send them home initially and then we provide them with all the information they request of us. The board of health has their own contact tracing team. I just provide them with who the student came in contact with or the places they may have gone, usually the numbers and names.

Comm. Capers: That was my issue. Say we get a spike in Paterson, is that team going to have enough to handle our volume of work as well?

Comm. Simmons: I'm sorry. Comm. Castillo-Cruz is on the line and she can actually answer that question. That falls under her purview.

Comm. Castillo-Cruz: We have a large enough team at the division of health to be able to perform contact tracing for the school district. If there is a large spike, the consideration of closing down schools will come. If any of our students do contract the virus, we do have a large enough team to perform the contact tracing in a very speedy manner. We have over 60 individuals who are trained and certified by the State of New Jersey who do this. As they get bigger, we do have the option of bringing additional trainees on board as well.

Comm. Capers: Thank you.

Comm. Simmons: Any other questions?

Comm. Arrington: Will the masks be appropriately-sized for our younger students? I just want to make sure we don't have a situation like Dr. Hodges talked about earlier. I just want to put that out there.

Comm. Hodges: Is there an answer to that question?

Comm. Simmons: We haven't gotten to that section yet.

Comm. Hodges: Will the isolation spaces have social distancing within them with personnel staffing them? Are you going to have people in each of those rooms?

Ms. Williamson: We will have someone there who will be able to oversee or watch whoever is in that room. Usually, they will be there until the person who was going to pick them up arrives. This is not an option. There actually should have always been a place but because of the way that this one spread so quickly, it is required. It's not an option for us not to have an area for our staff and students to go in. We have various school sizes, so it looks very different. We have some very small schools and some of our newer schools are larger. There is not a one size fits all room, but there will be a place in each building where we can put students and staff for isolation. It's going to look different also. It may be a room in some schools or it may be an area with plastic PVC partitions to separate it where you can see. Neil will talk more about that, but that's a requirement. It's not an option for schools to have.

Comm. Hodges: As you can well imagine, come January and February when flu season is upon us it's going to be very hard to distinguish between COVID and...

Ms. Williamson: We're not going to distinguish it. If you have any signs or symptoms of sicknesses, you will stay home and virtually learn. You will not be coming to school or work with any symptoms. It starts in October and November with the cold and flu season. The symptoms of COVID look like any other disease, allergies, or colds. It is not distinguishable.

Comm. Hodges: Exactly right. If a child develops symptoms, will they then have to be tested before?

Ms. Williamson: The testing comes from the recommendation of their healthcare provider. When we direct them back home or they stay home, they should be in touch with their healthcare provider. Ideally, when you have been exposed, you monitor your health for 14 days. You can actually write down and check if you have a temperature or

develop any signs or symptoms. They will be plastered and sent home. Nursing actually has a packet that we're going to put together in addition to the training so that people have the reminders with them. If they choose to hang them up like we do in school, that could be an option for them at home. These things are to reinforce and encourage that sickness is not tolerated for work or for students because of the COVID-19 ability to spread quickly.

Comm. Hodges: You will only be sending the entire class home for a positive test, not for a symptomatic child. That's my concern.

Ms. Williamson: That is correct. A symptomatic child could have just congestion, but the congestion looks like a cough and a sneeze. We're not trying to decide if it's COVID-19. Unless we get a positive report, then the class would be sent home.

Comm. Hodges: That's fine.

Comm. Teague: In terms of the students who are already receiving medication in school, are they going to continue to do that with this new normal?

Ms. Williamson: Yes.

Comm. Teague: That's not going to change?

Ms. Williamson: No. That's actually why the isolation room has to exist. The nurse will still be carrying on her normal routine of taking care of well students. If we have a sick student, we don't want to mix them with our students who come in for their routine care. That continues. That does not stop.

Comm. Capers: What staff will be monitoring the isolation rooms? Is it security, teachers, or instructional assistants?

Mr. Zaydel: Standard operating procedure calls for the principal to assemble a team of four or five employees who will comprise of the COVID-19 response team. Members on that team will be responsible for escorting students to the isolation room and for supervising them there. It could be any employee, preferably one who volunteers for the position.

Comm. Capers: If nobody volunteers for the position because they don't want to put themselves in the space, what happens there?

Mr. Zaydel: The principal has the authority to assign someone to perform that job. It's just supervision. They stand outside the door and make sure that order is maintained.

Comm. Capers: They stand outside the door while the kids are in the room?

Mr. Zaydel: If they are sick, absolutely.

Ms. Williamson: They have to watch them from outside the door. They will also be properly geared up with PPE. They can have the highest level of whatever makes them feel comfortable. They can wear gowns, shields, and/or face masks. We need someone to eyeball them to make sure they're okay.

Comm. Capers: Do the guidelines require that room to have a window?

Mr. Zaydel: The guidelines do not require that room to have a window.

Comm. Capers: If the principal only has a room without a window, how is that staff member supposed to monitor them?

Ms. Shafer: You can have the door open, as long as the students aren't sitting close to the door, and you can still be able to eyeball them.

Ms. Williamson: We're not encouraging students to come home. My vision is that children who get sick in school would need to use the isolation room. Ideally, once we get the education and the training going with the parent and the community understanding how serious it is when you have signs and symptoms that they will not come to school. They will learn and teach virtually at home and the students that are in school would be the ones that I would see going to the isolation room.

Comm. Capers: You also have to realize that even pre-COVID kids and staff members come to school sick anyway or have a cold. I think isolation rooms are going to get packed real quickly.

Comm. Simmons: The focus for the administration is to let people know that you don't come to work and you keep your children home if they are sick.

Ms. Williamson: Right and again that involves re-teaching the community. It was okay before, but now we're talking about something that could take a whole school building down if we don't identify it quick, fast and in a hurry. Although we know the masks, social distancing and hand hygiene work, initially when we start schools we're going to be erring on the side of caution. That is exactly what we plan on doing. The retraining and reeducation of our community has to go forward too so that they understand that you can't come. An example would be when kids go swimming and they get that congestion from the pool. I don't care if I know what it is. You guys have to stay home.

Comm. Castillo-Cruz: Parents have been very mindful within the last few months. I'm not going to say it's perfect, but the vast majority of our parents have been taking care of their children. Many of them have not left their homes in five months since schools closed just because parents are fearful that their child might get sick. I'm not going to say all, but the vast majority does differentiate the impact of COVID versus sending them to school with the flu. I'm not saying that sending a student to school with the flu is nothing, but they realize the impact of COVID and how it can come home as well. At the same time, that is something that we have to work with the school district on. As soon as schools are ready to start reporting, it's not only that information coming from the school district, but the city as well to educate the families on how important this is. We do see it work. We do see it in some of the rec camps that are open right now. Parents do understand it and are protecting their students.

Comm. Hodges: I wish I could say that, but from my own observations I have not seen that as well. I'm sure that some of them are, but there are many and their older siblings who aren't following through with wearing masks. Some of the parents in various parks are congregating in groups with people without masks and they have their children present. That's a concern. That's not for this discussion here, but there are some issues about what the parents will do. I am concerned about the isolation room because of that setup. It leaves some things to be desired for me, but I will move on. Are we going to just do preschool with temperature taking? Or are we doing students across the board?

Mr. Zaydel: That will be addressed in a later section.

Comm. Hodges: Okay.

Comm. Simmons: After Comm. Martinez we will move to the rest of the sections and we will save all questions until the end, as we have 14 more sections to get through.

Comm. Martinez: Mr. President, you took the words right out of my mouth. I was going to make the suggestion that we jot down our questions and provide them at the end because we still have 14 sections left to go. At this rate...

Ms. Nancy Aguado-Holtje: Good evening everyone. For early childhood, I'm going to review the following procedures that will apply to both in-district preschool classrooms and state-mandated preschool providers. Each site will need to identify entry points for preschool classrooms so families know where to report to in the morning. Each preschool child will be given a visual inspection for signs of sickness. They will have their temperature checked. They will have a brief health screening questionnaire completed. Once the child is cleared to enter the building, they will be taken by a staff member to their classroom where they will immediately wash their hands. Parents should not enter the building unless absolutely necessary. If the parent does need to enter the building, they must also follow the above screening steps. Every person that enters the building should have a mask. The second slide of the early childhood presentation I went through the arrival procedures and the rest they will follow the protocols as stated by Kimler regarding should someone become ill or test positive. They will follow the regulations as per the CDC and the district. That's the early childhood piece.

Mr. Neil Mapp: Good afternoon. The facilities department has taken several steps to ensure a safe and successful reopening of schools. The janitorial supplies for summer cleaning have arrived and we've begun the first phase of our cleaning efforts. We are gang cleaning schools right now. We're doing it at about 10 schools at a time. Of those 10 schools, we're about 50% complete in the general summer cleaning. These spaces are also being decluttered so we can promote the social distancing with desks. Program spaces will be cleaned and disinfected afterwards as mandated by the CDC and guided by NJDOE. Additionally, we put out an RFP for PPE and sanitizing products. We received bids in. We will begin our three-month supply order shortly. Let me clarify a few things. Masks, just like gloves, come in specific sizes – small, medium, large, extra-large, xx, and so forth. We will be ordering masks according to the grade level of the students. You won't have a child in early childhood wearing a mask that's more suited for high school. We also have specialized masks that we will be ordering. We will be meeting with Ms. Coy from special education for masks with clear visual panels so the teacher can see the mouths of their students. We will be ordering for everyone. All PPE will be ordered through the facilities department. However, early childhood will be paying for theirs through their budget line. We will be ordering for athletics, special education, security, nursing, maintenance, staff and students. The successful reopening will be contingent upon instituting these protocols that we have put in place and this district's regulations that are also in line with the CDC guidelines and the NJDOE. The plan to mitigate the spread of the virus begins with the school's administration actively encouraging all staff and students to abide by the district's stay-at-home regulation. There was a lot of talk earlier about children coming to school. We have a stay-at-home regulation that should be adhered to and enforced. We're going to be impressing upon our staff in facilities and throughout the district hygiene and respiratory etiquette. In support of the district's COVID mitigation efforts, the facilities department will encourage all maintenance employees to use the prescribed hand

hygiene and respiratory etiquette recommended by the CDC. Staff will be receiving in-service training this summer. They will be encouraged to cover their coughs, sneezes, and wash their hands as frequently as possible. Currently we're asking all our maintenance staff and chief custodians to wash their hands a minimum of three times a day. We will be providing for our maintenance and custodial staff disinfecting and sanitizing solutions for their vehicles, and all the other PPE required to do their jobs. That PPE will be stocked at a three-month level for districtwide use. Face coverings are compulsory throughout the district and will continue to be enforced and reinforced through signage. We will be placing signage throughout the schools. The chief will be mounting those signs throughout the schools to encourage the use of PPE and proper hygiene methods. We will be placing hand sanitizing stations throughout the middle and ends of hallways, near stairwells, near bathrooms, inside of bathrooms before you exit, at the entrances of schools, in communal areas, and teacher breakrooms. We're going to provide for all schools disinfecting solutions that they can personally use at their desk. We will be providing squirt bottles for them to use at their will. We will also be providing disinfecting solutions for the athletic department so they can disinfect and clean their supplies and equipment. We will be purchasing equipment to sanitize football helmets and pads under this plan. We will be frequently cleaning bathrooms. On the hour we will be surveying and cleaning bathrooms and common spaces. Water fountains will be sanitized at least once an hour or as often as one of the custodians will go past it to keep them as clean as possible. We will also make sure that those water fountains are maintained and operating properly with the right spray height. We will also take a look at indoor air quality and our HVAC systems. We will ensure that all our HVAC systems are operational. We've done that already. The maintenance department will continue servicing HVAC systems based on our manufacturer's specifications for preventive and routine maintenance. Filters will be monitored and replaced if required or even ahead of normal replacement intervals. HVAC systems will be serviced via work order. If anyone comes across a room that's hot or cold, or the systems are not working, a work order will be placed and then that unit will be serviced immediately. Whenever possible we will increase fresh air circulation throughout buildings. For those buildings without HVAC systems, we will be opening windows and doors as long as it does not create an imminent health or safety hazard. We will be modifying rooms and program spaces to promote social distancing. We will be using a social distancing calculator. We will put in the length and width of the room and it calculates how many persons can be in the room. We will be going around and measuring rooms. The chief will be responsible for that. We will be placing that on the front of every classroom so we can modify the room layout accordingly. The goal of the facilities department together with the other restart committees will be to implement these operating procedures, support the reimagined educational milieu, and mitigate the spread of the coronavirus in our schools when we reopen in September. That's it.

Mr. Chris Lewis: Good evening everyone. When schools reopen, the technology department will function as normally as possible given the situation with the support staff. The technicians will be doing their duties in our schools. We will be sharing services with the City of Paterson to perform service quarterly of our student population and the community to assist in the determination of internet and device needs within the home. The department will perform technology audits to determine the life cycle stages of our devices. We will be starting with the central office area and working to remove old and outdated devices and looking to replace them with laptops or Chromebooks for more mobility, if the need ever arises again. The network services area will continue to upgrade the district's infrastructure, which will allow the highest bandwidth possible, both internally and externally. We will work to suggest and provide devices to support a hybrid learning environment for our faculty and students and the necessary training for staff to allow the appropriate usage. To continue to support the district's technology

needs, the department of technology team members who report to central office will be required to wear masks when moving within the building, around the department, and in common areas. The department team members will be placed on a two-day on and two-day remote workweek to help promote social distancing. The department staff will wear masks when interacting in person within the office and to every extent possible in-person communication with someone in their office area should take place at the doorway or at a distance of at least six feet to ensure social distancing. It will be recommended but not required for staff members to wear gloves when handling devices and paperwork. All visitors to the department will be required to keep their masks on and to stay in a designated area to reduce the contamination of our department's office area. All vendors visiting the department will be required to follow all state, local, and district mandates and regulations before gaining access into the department or our schools for service. All department team members who travel between locations will be required to follow all district required rules when entering the locations to complete work orders. All IT department staff members will be encouraged to carry hand sanitizer or wear gloves as they will encounter several touch points during their day. The department will continue to find ways to prepare devices for students to use remotely by purchasing a cloud solution that works to take older operating systems and convert them into Chrome operating systems. This will enable several hundred outdated devices to be put back into production to assist in closing the district's device shortfall. With the help of the department of technology, along with the Altice Business Solution, we are providing wi-fi enabled devices to all of our students so they can stay connected even when the devices are away from the district's campuses. We will continue to work closely with the district's business office, federal programs department, and purchasing department to try to bridge the digital divide for the students of Paterson. Thank you. Are there any questions?

Ms. Shafer: Lisa, while you're up, do you want to do both transportation and central registration?

Ms. Lisa Vainieri-Marshall: Yes. It's difficult to maintain social distancing on a bus due to the width and size of buses. Therefore, it is mandatory for all students, bus drivers, and aides to wear masks or face coverings. We had changed the way you board and exit a bus. Students are required to board the bus filling the back rows first and then progressing forward. Seats that are not permitted for seating will be marked with a X. Students with special needs will have assigned seating and will follow the same procedures when they exit the bus. They will exit from the front to the back. We are limiting the capacity on the buses. For example, on a 54-passenger bus, we will have 22 students. It depends upon how many seats are on the bus. Every bus will have one child per seat, unless there are siblings. If they are siblings, they can sit together. We will use the windows when needed for better air circulation. On a 7-passenger bus, which is a minivan, we will have two students, one per row. On a 16-passenger bus, we can have eight students. On a 24 to 29-passenger bus, it really depends on how many rows there are. It can be between 10-14 students. All of our special education buses will have a bus aide, which will ensure that students sit in the right seat and they continuously wear their masks. That's it for transportation. Registration is by appointment only. The phone number is on there and on our website. All the information the parents need is also on our website. We're asking them to wear masks and to allow us to take their temperature before they come in the building. The same requirements as far as documentation are still required. They can find that information and print it out or email us ahead of time. Registration has been up and operating since June. We had just finished registering our kindergarteners. We registered 1,500 kindergarteners between June and July. We're just about done with them and now we're starting to register people in grades 1-12. All the information can be found on the

website. Our phone number is right here. They should all call to make an appointment. That's about it. Charter schools are not coming through us anymore. We're doing it via email from the charter school. They've been cooperating, which is very helpful to work this way. It eliminates some parents from coming down in person to register. That's it.

Mr. Luis Rojas: Good evening everyone. The Department of Human Resources put together a few procedures to tackle some of the issues we have with some of our population of employees who may have compromising health conditions that won't allow them to return. In order for an employee to meet these requirements, he or she will have to get a doctor's note, an evaluation form separate from the doctor's note, and complete a certification from their healthcare provider detailing the employee's serious health condition which does not allow them to return to work. These documents will be looked at and considered like an accommodation would. There's a one-on-one meeting that the department has with the employee. The employee would then have time to sit with the member of my department and we can go over their specific illnesses. At some point, if necessary, we will also contact the doctor if more details are needed. Some of the compromising illnesses that would warrant a consideration for the remote work site would be in conjunction to what's stated in the Governor's recovery plan. They are chronic lung disease, serious heart conditions, people with compromised immune systems, severe obesity with a BMI of over 40, diabetes, chronic kidney disease undergoing dialysis, and liver disease. What are the procedures for someone to work remotely? Just like I stated before, they would get the doctor's note and return it to human resources. A one-on-one meeting would be held with the employee. Once the employee has been approved, he or she would work remotely from home. Google Classroom would be used. They would instruct the students in the classroom. There would be a substitute set up in the classroom to assist the teacher, to organize, to help with all the items that he or she may need to organize the classroom, and assist in any way possible with classroom management. The teacher would be responsible for all the duties that they would have on a normal basis. They would follow their own schedule. They would have to put in grades. They would have to meet with parents like their normally would. Nothing outside other than working from home is going to be the only difference in working remotely. We're looking into securing a pool of substitutes by building. To throw an arbitrary number, let's say five substitutes per building. Contact tracing could be limited. These substitutes are not travelling from building to building contaminating if someone is sick. We want to isolate them to a building and keep them secure within that same building. That contact tracing is typically not a problem. If there is a problem, it's contained within one building. The substitutes would be used in that capacity to assist the teacher who is working remotely. In working with Kelly Services, which is the new Insight, I've met with them and they're going to put through a questionnaire that the employee would have to sign or approve every night before accepting the position in the district. He or she goes through a couple of checklist questions. I think we've seen a couple of these examples in recent history. If they answer no to all the questions, they can report to work that day. If there is any question that is answered yes, based on some of the guidelines put forth by the CDC, they get to stay home for the day and they don't report to work. Those are some of the things that we're planning on doing working with Kelly Services. As far as vacancies and job fairs, because we need to fill vacancies since folks are going to still resign or retire, we have put together a plan where all our job fairs are going to be held remotely. We had one last week. It went very well. We're going to continue to have one moving forward every Wednesday through the end of the winter. We made a few changes to staff attendance. Obviously, if you're reporting to work come September, you're going to be using our Kronos system, which is the same system that we use on a normal basis. For those individuals who are working remotely and do not have access to our time clocks, we're requesting that they use Aesop. That's already part of the system. An employee would

call in their attendance that day. That way their attendance can be digitally and the computer does it, versus someone having to actually go into a system and mark someone's attendance down for the day. Leave of absences are still going to occur the same way. If someone needs to go on a leave of absence because they're too sick to work, then those procedures are still set in place. That's all I got.

Mr. Paul Brubaker: Good evening, everybody. The mission of the communications department is to make sure that the public understands what the district is doing. That mission has never been more imperative than when the COVID-19 pandemic started and the subsequent school closings that happened after that. We were in a position of strength coming into the pandemic in that we had an 8% increase in earned media that would be positive press. We did have some good practices in place to make sure that the public knew what was happening in the district in the initial stages of the shutdown. There is a lengthy list here, but the two most important parts for our purposes tonight are the top two bullets. The first thing we did was to launch a COVID-19 webpage. That was our daily update of all things COVID-19 as far as the district was concerned. The Superintendent was very proactive in making sure that she was communicating directly with parents and students. We used all of the tools that are available to the district to make sure that happened. One tool that was added to the district's toolshed is the new Eduvision system. That has enabled the Board of Education to conduct virtual meetings effectively and efficiently. Every meeting that we have held so far has been archived. We've also held other events, such as our senior meetings prior to the end of the school year and getting ready for the different graduations that we had. We will be doing the meetings that the Superintendent will be holding in the next couple of days into next week also on Eduvision. That has proven to be a very effective part of our arsenal. We have been trying to stay true to our mission and making sure people know what's happening. That has involved things like letting parents know where to get meals for their children, various changes in the distribution of home instruction materials, packets, and Chromebooks. As far as the state's guidance is concerned, if you take a look at the document and if you have a PDF, you just go to the word communications in the document and you get about a dozen citations of the word. The most important parts in terms of how the state views the role of communications is that it's vital to have clear and consistent communications as we roll out the restart plan and that the reopening strategies and rationales are clearly understood by parents, students, staff, and any stakeholder. In addition to the input from the participants in the community, we came forward with our list of priorities and how we're going to hold to them as we roll out the restart plan. First of all, accuracy and clarity are of paramount importance. Any time the communications department issues a communication, it basically is collaboration between our department and other administrators. We use their expertise and authority on various subject before we even begin to start going public with information. They're vetted by me and ultimately approved by the Superintendent before anything goes public. Comm. Ramirez mentioned the importance of translations and making sure that materials are produced in other languages. We do that primarily with immediate and direct communications with families through the automated phone messages, Robo-calls, and emails. To the extent that we can get the people available that we need, we will also make translations in Arabic and Bengali. The first tier of communication is the immediate and direct communication. That would be the automated phone messages, mass emails, and video recorded messages. Ms. Shafer will do direct messages and instructional videos, for example, to try to increase participation in the parent portal and basic how-to. We also have the Paterson Public Schools mobile app. That's a free download from most app stores. The most popular ones will put it on a person's phone and that enables the district to do push notifications. That came highly recommended from one of our committee members, Dr. Rose from Passaic County Community College. That's the

front line. The supportive resources to that immediate communication would be our district website, paterson.k12.nj.us, social media channels, and our YouTube channel, which is where all videos that aren't originated in Eduvision live and are easily distributed. The reason why we use these resources is that they can be easily shared. Any video or link that we put on the website can be put out on social media and the app itself. If we want response to a survey or we want to make sure parents or staff members are aware of something, the push notifications can be quite effective. As far as what we do moving us closer to an actual restart, we will be relying on our community partners, those people who are representatives of organizations that said they would be our echo chamber. Just to name a couple of organizations, the Paterson Education Fund, the Paterson Alliance, New Jersey Community Development Corporation, parents, teachers, and other stakeholders that were in our group. If the district puts out a communication, they'd be happy to pass it along to their members, constituencies, or anybody who would be in their social media following to help spread the word. The cornerstone of what we will be doing to raise awareness and to meet the state guidance objectives in making sure the public understands the details of our restart plan will be the virtual public events, the Superintendent's meetings that we will be starting tomorrow with the voluntary principals meeting. The balance of those meetings is there on the schedule. We began promoting those last week. We wanted to be aggressive in terms of making sure that people know about these meetings and attend them. These are set up on Eduvision. There will be opportunities for the participants to ask questions by way of the comments. I know that the administration does its best to turn around answers immediately or within 24 hours of the meeting. That's basically how communications will shake out over the next few weeks.

Ms. Lynn Kimbrough: The MIS department will require all staff and visitors to the office to wear face coverings and a minimum of six feet will separate staff at all times. It's recommended but not required that staff wear gloves when handling paperwork and other items delivered to the department. To the extent possible, we will minimize the paper that is transferred, even though we will not be able to eliminate it completely. MIS will implement Campus Learning. It is a learning management system that integrates with Google Classroom. The department will monitor teacher grade books and provide feedback to school and district administration that will ensure students receive report cards in a timely manner. We will continue to support the ongoing effort to increase portal usage. This will include sending principals monthly reports containing activation keys for new parents to sign up, training staff on how to set up and activate new portal users, and support efforts of other departments to sign up parents during community activities. MIS will work in conjunction with the student attendance department to ensure that accurate student attendance in line with applicable guidance is reported to the state. Onsite student attendance will be entered into Infinite Campus in line with current district policy and procedures. If the district transitions to remote learning, the district will follow state guidance on developing attendance policy as stated in the NJDOE's The Road Back: Restart and Recovery Plan for Education. The district's plan includes monitoring student absences and regularly reviewing no contact lists for students who are not actively engaged in learning. The district has developed a wellness check process and procedures for students who are unable to be contacted by the school after three consecutive absences. The district will also continue to ensure that our state reports are on time and accurate. The New Jersey School Register is the basis for the district's application for state school aid, our ASSA. In order to make sure that we submit an accurate and on time ASSA, the MIS department will train new school staff members responsible for submitting the report. Trainings will be scheduled so that we can ensure that the number of trainees and department staff in the office at one time allow for social distancing. All staff will be required to wear face coverings. We will also collect and reconcile the September and October reports. A timely ASSA report

prohibits quarantining paperwork collected for this report for the recommended period of time. So it is strongly recommended that staff members who are handling this paperwork and materials wear gloves even though this is not a district requirement. Consideration will be made when scheduling assessments to account for proper social distancing. This includes, but is not limited to, staggered assessment schedules and extended assessment windows. Schools will be given appointments for the distribution and collection of materials. To the extent possible, materials will be collected digitally to reduce the handling of physical paperwork. Mandatory state trainings will be conducted virtually via Google Meet. In-person training sessions will be provided on a case-by-case basis. These in-person sessions will be limited to one-on-one per session. The district will also continue to monitor the graduating cohort. This will include supplying cohort reports on a monthly basis to principals who will have their designee review this data and return any corrections to the MIS department. We will ensure that the state is informed of these corrections and follows through until these are made. That's it.

Ms. Pamela Powell: Good evening. The student database management and student attendance – some of this was covered by Lynn Kimbrough in her presentation. We're looking at the two learning options. Students who are physically in the classroom will be considered present for the day in accordance with the district policies. A student will be expected to view and participate in live stream lessons on the days they're at home to receive credit for a full day of attendance. The homeroom teacher will post a social/emotional learning question of the day and the content teacher will post a do-now relative to content area in Google Classroom. The student will have until 11:30 that evening to be considered present. If they answer the question by 11:59, they will be considered present. The homeroom teacher will record all non-responses as absences in Infinite Campus on the next day and the school secretary will certify that attendance by 10:00 a.m. that day. For reporting daily attendance for all remote learning, Cohort C, the teacher will post a social/emotional question that day for the student to answer no later than 11:30 p.m. that evening. The school secretary will certify that information the next day. Students experiencing technical difficulties and/or internet interruptions will be considered present upon completing their social/emotional question and all classroom assignments due that day. The procedure for monitoring student absences – the attendance department will provide a Google document to school principals to document students if no contact has been made with either the student or the family for three or more consecutive days. All communications and updates regarding the students will be logged and accessible to the school and central office. The no-contact list must be reviewed and submitted by the principal and/or the designee to the supervisor of attendance and their unit assistant superintendent. That will be done every Friday. On the third day of the absences, the teacher must notify the school secretary and the principal of a student absent from both the hybrid and the remote learning. We're going to be paying close attention to this. The school secretary, principal or principal designee must submit a log to the supervisor of student attendance with the student's name, contact information, and a brief description of the steps taken by the school to reach that student or family. The student attendance department will reach out to each family to assess the student's well-being via telephone call, an email to the parent, or a home visit. If there is no answer at the student's home, the attendance specialist will leave the letter in the mailbox for the parent to contact the student attendance office. If no contact is made within three days of the letter, the district will follow the guidelines of Policy 8462 for potentially missing and abused children. Reports of incidents under this policy require reporting to the department and Child Protection Services. All wellness checks will be documented in the district's database noting the status of the students and any follow-up that may be needed. That concludes that portion of my presentation.

Mr. Richard Matthews: Good evening Board Commissioners and Paterson Public Schools. Because of the coronavirus pandemic, the State of New Jersey is facing a shortfall of \$10-\$15 billion. Just last week the Governor put a request in to borrow \$9 billion. The expectation is that this recession is going to be worse than the one of 2008. I say this because this leads into the school funding and money that we have not quite yet received but applied for regarding the CARES Act. There has been an allocation of funds under the CARES Act to help support schools due to the closing of schools and mitigation efforts. The allocation was based on our share of Title I funding. The \$11.6 million that we've been allocated has been earmarked for devices for the kids, sanitizing school buildings, PPE equipment, face shields, masks, hand sanitizers, and spray bottles. We also were able to put in an application for request for public assistance through the FEMA Act. That application has been completed, received, and the district is awaiting further guidance on how we can submit expenditures. Items under COVID-19 that we have incurred that we would not have normally incurred as a regular operating district we are able to get reimbursed for. We will be reimbursed at 75%. Besides our primary goal of supporting the district and instructional staff we have engaged in approving business processes to eliminate paper and utilize more digital technology in how we do business. The one thing that we didn't want to do was go through this experiment and come back and be the same business services operation that we were before we left. We've been exploring a lot of different things regarding making things electronic and digital. For example, we're in the process of making the personal transaction form a digital process. Right now, it's paper and there are a lot of hands that touch it. Things get lost. There is a lot of work involved with the PTF. This is a very important form regarding personal transactions throughout the whole district. We're really primed and ready to go to make this a digital process. Another item that we deal with a lot is remote payroll. There is a lot of work that's outside of their regular contract period for salary employees, whether it's overtime or stipend work and all the other things that fall outside the regular salary but require a paycheck. That electronic operation is already in place for about six or seven schools, but we have to get it throughout the entire district so we can reduce the amount of paper that we're handling in terms of making payroll work. This will allow the whole process to work a lot smoother. Sometimes people require information that happened over six years ago and we have to go through all kinds of files to find them. We're storing paper in central storage. We have to digitize the accounts payable and payroll process. We're looking at a host of other items. We've also digitized the purchasing process, such as RFPs, bid awards, and competitive pricing. Since April, that entire process has been digital and virtual from the beginning to the end. We've also done training videos regarding procurement process and compliance. We find there are a lot of people out there who don't understand that whole process. We're having situations where we deal with non-compliance in the procurement process. We've put out videos and we're going to push them out to the principals, administration, and the leadership team. There are some other digital platforms that we're exploring regarding Board documents. We want to bring them through our committee first before we introduce them to the entire Board and public. There is a whole host of other digital platforms that we're exploring. We've made some progress in terms of being able to present them to fiscal and then roll them out to the entire district. That's all I have right now.

Mr. Kemper McDowell: Good evening everyone. I'm going to talk about three areas across the two departments, one being the Full Service Community Center, our Full-Service Community Schools program, and the Department of Family and Community Engagement. As you may all know, our Full-Service Community Schools center is located on the corner of Madison Avenue and Market Street in the Fifth Ward of Paterson. We're becoming a relied upon resource in that community. We intend on trying as much as possible to continue those services in the face of our pandemic. This

will be done by adhering to the protocols set forth by our academic services department and our facilities department. You may not hear me repeat some of those protocols. As you know, we undertake programs that help increase communication. That community center is located in a heavy Latino neighborhood, so our ESL programming is important. We have plenty of workshops. We have food distribution and other things that take place there. We're going to try to continue those. We have our classes and we're prepared to do a hybrid schedule like many of the academic service programs. There's a three-day class. We will do one day in the building and two days virtual adhering to the small class sizes of 15 or less. Parents can opt for a total virtual experience if they would like. Staff will be required to wear the proper PPE as per facilities protocols. All visitors and inquiries will be managed by our security officers. For example, they ring the doorbell and they will be directed by security on how to proceed. Our staff will have an opportunity to speak with the parent or community member given a communication file, which are basically units that are set up by Neil's department that has a shield to ensure that our parents and staff are distanced. In addition, we have a number of classrooms with windows. As you know, guidelines say that we should utilize fresh air rooms as much as possible. We're going to move all of our classes as a preference to our multipurpose room that has windows. We're also trying to develop an outdoor classroom in the back of the building with tables and a tent. If the weather permits, we will have small gatherings out there. That's it for the community center. Full-Service Community Schools are in seven schools throughout the district. We provide a host of things for parents and students. Some of them include after-school programming, mental health services, parenting programs, and clinic services for students. We hope to continue those in the safest manner possible. We'll be providing a hybrid opportunity for our parents and students. If we're going to see them one-on-one inside the building it will be with proper masks and properly spaced. If it's a small group situation, we'll be properly spaced with the proper PPE. If we have to go to a total virtual format, we're prepared to do that. We've operated virtually with our mental health programming and some of the other programming since the closing of the schools. We have some experience in doing that. As you know, one of the heavy features of our Full-Service Community Schools is our after-school programming. Field trips are great experiences for kids. At this time, we're going to postpone all of our field trips until we have a reassessment around January 1. In addition, our after-school programming will continue, but on an approved agency basis. We're trying to ensure that we're not bringing folks into the building or the presence of the kids that will present a cross-contamination opportunity. However, there are many of our agencies that we've known for years that also have great protocols. We will let them know what our protocols are and see if we want to continue with that programming. In the event there's a program where an agency will pick our children up to attend their facilities, like many of our programs do, we will make them aware of what we expect as far as protocols. We don't want to just turn a blind eye and say just because they're going to another facility we don't care what's happening. We will engage in conversation with those agencies. At some point we will even do a walk-through of those agencies and make sure that the protocols are being followed, which is only fair. That's pretty much it for community schools. At Family and Community Engagement, we see our role in this pandemic as to help parents understand some of the resources and tools that we have for them to help their kids the best possible way. We also see ourselves as being a partner with our communications department. We have boots on the ground. Our parent coordinators in many cases are on a first-name basis with many of their students and parents in their areas. I think it's a great tool and we're going to work well with communications and the things they will put out for parents. As you see on the screen here, I noted two resources. One is parent coordinators and home community liaisons and community influencers. What are community influencers? I believe Paul touched on that lightly. President Simmons may have 10,000 friends on Facebook. You may have Nancy Grier

at School No. 6 who may know more individuals in that community than any of my staff members. We're going to bring those people in to help us communicate with the parents. If Paul puts out a video or correspondence, we're going to tap our coordinators and individuals in the community who can help us with our outreach in those cases where communication is challenging. Let's say at School No. 5, School No. 25 and some of those neighborhoods where we don't have an abundance of resources for translation and relaying those messages in a comfortable language. We'll be reaching out to those community influencers to partner with us to help us get the message out. In addition, we have a few strategies that are proven that we're going to focus on. Paul focused on some of the role-playing instructional videos. At our Parent University Program we've embarked on Google Classroom training for parents. We had Infinite Campus training. We will partner with any of the departments in communications to assist in creating these instructional videos. Like children, parents are visual learners. As it was mentioned earlier, sometimes it's hard to translate something in their language. But if you act the role out, it helps them to understand what we're trying to get across. Instructional videos are very powerful. Instructional posters for parents are basically literature that you can hang around the house. I believe our nursing director mentioned if your kid has the sniffles, an allergy, or a reaction, we don't know if that's COVID or not. Keep your child home. Watch them for a while to see how that pans out. We can put refrigerator magnets and little posters in the household to remind parents before you put them on that bus, check them out. These things can help them with some of the messaging. Lastly, our districtwide action teams get folks together from various sectors of the community, such as the business community, parents, teachers, students, influencers, and those who can come together and help us brainstorm some of the best ways to communicate with the community and get feedback. Feedback is very vital to building the best plan possible. As you know, sometimes you have a school or facility that will call for takeout. We're going to encourage teachers and staff to not use delivery services that are used to coming into our school buildings to deliver things. There will be designated areas in the school and office facility that our delivery agencies will become familiar with. They will be presented with protocols that they must adhere to. If a teacher or staff member really has to get a delivery, they will be asked to do that outside of the school grounds. As they enter the building, they'll have to redo the entrance protocols at their facilities. That's pretty much it.

Mr. Scott Durham: Good evening everybody. The Paterson Public Schools athletic department plans to provide special COVID-19 protocol and procedures to address individual and department responsibilities. To maintain a healthy and safe environment, the reopening plan provides specific guidelines to address the following areas – student health, student participation, social distancing, ID, athletic team and spectator safety, athletic department training, and parent meeting. Any student that tries out for an athletic team must have a current physical and they can get that from the Eastside or Kennedy High School athletic department. They must also sign a waiver to hold the district harmless. That's for students to participate in any of the athletic programs. They also must have a health history update questionnaire done before they can go on the field. Students that participate in summer workouts won't start until August 3. During this time, we're in the process of getting the physicals and we're going to be going into Phase 1. During Phase 1, there's no contact. It's a 90-minute practice with a 10-minute warmup and 10-minute cooldown. During this stage, no ball or equipment can be used. It's just an introduction of getting kids back into shape, stretching, and getting into a routine. This will last for 14 days, six days on with one day off. Also, during Phase 1, the outdoor activities will be the guidelines of Phase 2 and that will be by permission of the Board. There is also a daily pre-screening. Any coach, student, or staff cannot participate in the task unless they do the daily pre-screening. That will be done with a temperature check and a questionnaire that they have to answer. If they answer yes to

any of those questions, they will be taken off the field and they will be sent home and start the screening process with the district nurse. That's also for anybody with a temp of 100.4. Phase 2 is 120 minutes with a 10-minute warmup and 10-minute cooldown. It goes from a pod of 10 to 25-30 students in one pod. You have to stay in that pod for at least 14 days. After 14 days, you can go to Phase 3. In Phase 2, you can share equipment and use helmets. It's the same thing – six days on and one day off. You must also follow the rules of the NJSIAA. These are just guidelines that they gave us with the social distancing and a 14-day period of Phase 1 and Phase 2. Locker rooms are not permitted during this time unless there is a bathroom in the locker room. If there is, there can only be two students at a time. We deal with hygiene with the hand sanitizers. Kids can bring their own water at this time and they can use their own hand sanitizer. Breaks will be done as much as the coach wants. We're asking them to keep the social distance. There's no high-fiving during this period. There's no chest bumping or touching. The athletic personnel require training. These are the requirements that not only the state, the National Federation, but also our district is asking that the coaches follow these trainings in order to be ready to coach for the upcoming season. They all must take the COVID-19 for coaching and administration, workshop, NCAA eligibility, concussions for students, heat illness prevention, a collapsed athlete, bullying and hazing, inappropriate behavior, engaging effectively with the parents, hazing prevention for students, learning homework health, learning reading and learning strategies, learning testing tips, protecting students and abuse, social media for students, sportsmanship, student mental health and suicide prevention, sudden cardiac arrest, understanding vaping and e-cigarettes, band safety, administrator and band personnel, and enhancement drug substitutes. In addition, we plan to have a parent virtual meeting that will start before the season and also during the season. Some of the important dates will be from July 13-30. That's when the students are turning in their physicals and also their COVID-19 forms, from August 3-16 there's Phase 1 with groups of 10. From August 17-28 it goes into Phase 2, with groups of 25-30 students for 14 days. From August 29 to September 13 is a virtual period. There's no contact during that period. The only way coaches can have contact with the students is through Zoom or email. September 14 will be the first official day of fall practice. September 28 will be the start of the season for girls' tennis. The weekend of October 1 and 2 will be the start of the season for football. During Phase 2, you can have a mandatory seven-day practice six days on and one day off. If you're going to use the weight room, you have to have good ventilation or you can use the resistance bands, power lifting, power cages, squats, or bench press, but all that stuff must be brought outside. That's basically it.

Mr. Zaydel: This is Boris from the legal department. We conducted a comprehensive review of policies and regulations and developed several new ones as well as some administrative forms to ensure necessary health and safety precautions are being implemented consistently throughout the district. These documents are all based on the most recent guidance and recommendations from the NJDOE, New Jersey Department of Health and the USCDC. Among the policy documents we created a policy and regulation 2360.01 pertaining to distance learning. It provides that students will receive remote instruction when schools are closed for public health reasons. Attendance will be tracked using Infinite Campus. Remote teaching must include real time instruction as well as guided independent learning. Parents may request full-time remote instruction consistent with the most recent guidance from NJDOE. Also pertinent is regulation 8451.01 which covers daily health screenings, face coverings, physical barriers, social distancing strategies, and proper hand hygiene for employees, contractors, students, and others. The district will communicate parent health and safety standards to students, families, and staff. Employees, contractors, and families will be required to self-report any instance of illness. The school principal will designate

an onsite isolation area, in fact several, at each building to separate potentially sick people from other building occupants until those people can safely return home. This is also the regulation that establishes protocols for responding to potential onsite exposures. This means discreetly separating potentially sick people and sending them home, determining what areas or equipment they recently used, who they had contact with, notifying anyone with whom they had close contact, and disinfecting any contaminated areas. Regulation 7420.3 sets cleaning and disinfection standards and included among those standards is that only EPA-approved disinfectants may be used. It also includes special procedures for disinfecting contaminated areas in the event of onsite COVID-19 exposure, and it requires training for custodial employees as well as contracted custodial staff. Regulations 8600.01 and 9150 pertain to transportation infection control and school visitors. These modify existing regulations that we have. Transportation infection control procedures were already discussed. With regards to school visitors, they will be limited when pandemic restrictions are in force. Visitors will have to submit to health screenings and wear face coverings as a condition of entering school buildings. We also created regulation 1649 to outline the requirements of federal sick leave and child care leave benefits for employees who can't work for reasons related to COVID-19. As part of our internal process, we developed a standard operating procedure for COVID-19 exposures on district property that includes three categories of isolation areas – one for confirmed sick individuals, one for suspected sick individuals, and one for people showing symptoms. In addition, we are rolling out a screening process out of an abundance of caution, although it is not required by NJDOE regulations. In fact, they specifically state that there is no recommendation for health screening, but we think it serves our community to require screening. The process will be that employees will self-administer screening questions daily before walking into the building. Questions will be posted near building entrances and on the district's website. Employees who answer yes to any question will have to return home and notify their direct supervisor immediately. Every other person, including students, will self-administer an online health survey and will have to show their result at the door before entering the building. If the survey results are unavailable, staff can admit the person only after administering a temperature check. Anyone who answers yes to any survey question or has a fever of 100.4 or higher will be sent home or to the designated isolation area until they can get home safely. Finally, we assisted the athletics department in developing various compliance documents and checklists to make sure that athletics programs can resume without a hitch. That is all for legal.

Mr. David Buchholtz: Good evening. Since March 17 when the district closed schools due to the pandemic, the Department of Food Services has continuously provided meals to families and students. This will not change when school reopens in September. Our goal will be to maintain a seamless and continuous distribution of student meals in a safe and cautious manner consistent with state, federal, and local COVID-19 guidelines. By providing intense training, utilizing PPE, sanitizing all surfaces, and requiring staff to self-distance we will be able to achieve our goal and provide safe and nutritious meals to all of our students. Our schedule of meals will coincide with the district's establishment of Cohorts A, B, and C. Cohort A will take home meals on Monday for Tuesday and again on Wednesday for Thursday and Friday. Cohort B will take home meals on Tuesday for Wednesday and again on Thursday for Friday and Monday. Cohort C will acquire meals at their neighborhood school. Implementation of this take-home process will be similar to what already exists at our food distribution sites. Student dining in school buildings – for grades pre-k through 8, breakfast will remain as it was prior to the shutdown with breakfast in the class. Lunch will be served in the cafeteria, except for pre-k, kindergarten, and special education. Some brief points about lunch being served in the cafeteria. Tables will be placed to allow for social distancing. Benches will be marked showing students where

to sit. Lunch periods should be 20 minutes long and staggered. Floors will be marked to ensure six feet of separation while students wait in line. Meals will be prepackaged. There will be no preparation or cooking at least for now. There is to be no sharing of food in the cafeteria or in the classroom by way of a shared table. For take-home meals, students will return to the cafeteria at the end of the day to pick up their meals. This step should be incorporated into the principal's dismissal procedures. For students dining in class, such as pre-k, kindergarten, and special education, breakfast, lunch, and take-home meals will be brought directly to the classroom. For grades 9-12, breakfast will remain grab-and-go upon arrival to the school. Lunch will be served in the cafeteria following many of the steps I just mentioned for grades pre-k through 8. For take-home meals, students will return to the cafeteria at the end of the day to pick them up. Finally, to ensure the Department of Food Services is properly cleaning meals and following COVID-19 safety protocols, the cafeteria manager assigned to each school will closely monitor the day-to-day operations with the assistance of the principal and his or her staff. Thank you.

Mr. Anthony Traina: Good evening. A lot of the stuff has already been mentioned about the entrance procedures, requiring masks, self-administering health questionnaires for students and staff, temperature checks, personal deliveries including food and packages for staff. They would be required to pick up their items outside of the building and outside of the gate if the school is gated. Signs indicating all the COVID-19 procedures will be at the entrances and throughout the building. Signs for bathrooms allowing two students at a time and signs on the elevator allowing four individuals will be placed. These building entrance procedures will be communicated to all parents and students prior to the opening of schools. Hallways will have signage to encourage social distancing. Foot traffic will be kept to the right. We have additional entrances in the large buildings so we can...

Ms. Shafer: Let me try to finish up for him. We ended with the different entrances and exits, one-way hallways, social distancing in the hall, and everybody staying to the right. As far as security drills go, the Department of Education put out some guidance that they're not going to hold us accountable for certain drills. We will conduct drills that do not require any modifications. We could still do shelter in place, tabletop drills, drills to test and reinforce notification systems. The NJDOE is considering holding drills that are largely designed for administrators and staff, not dependent on the number of students present. That would accommodate split schedules and remote learning. Fire drills, active shooter drills, evacuations, bomb threats, and lockdowns are placed on hold until we hear further guidance from the DOE. As far as security restraints, we're going to have our security folks make reasonable attempts to deescalate a situation rather than try to restrain students. If face coverings come off or are pulled off during an altercation or if there's spitting, whatever the case might be, security personnel are required to wash their hands for at least 20 seconds. If necessary, they can change their clothing and be afforded a break. They're also going to provide professional development for non-violent crisis intervention. At athletic events there will not be any spectators, but security will work closely with the athletic department in case further guidance comes out about that. I think you saw during graduation how security worked closely to ensure that we had social distancing and everyone had a face covering on. For any other events, in School Dude the security department will cover the security for those events. Right now, we have made a decision that we will not have outside vendors using our facilities except for recreation. Like everyone else, security will receive training on safety protocols as it relates to COVID-19. Security administrators will meet with the building principals to provide training on the rules and regulations in updating their school safety plans. That concludes the reopening plan. Again, I want to thank everyone who was on these committees, especially the leads who did a yeoman's job in

putting this together. We've vetted it a number of times with each other to ensure that both the CDC and the DOE guidance was all adhered to. At this time, Mr. President, we will turn it over to you.

Comm. Simmons: Thank you, Madam Superintendent. Let me thank you and your team for the work you guys did on putting this plan together. I know that you have been working since late April. What a lot of people don't know is that your administrative staff I don't recall them taking a day off. For many of you, you have been working seven days a week almost around the clock. I sometimes wonder if you have a bed there. Thank you for all that you've done to get this accomplished. If the student is working remotely, can we just use their log in?

Ms. Powell: Not necessarily. In the DOE guidance it says consider creative flexible solutions in attendance monitoring based on a parent's work schedule. Some students may be engaged in learning in the evening while synchronization morning meetings may be effective for populations and provide opportunities for students to show attendance asynchronously. We're trying to come up with a way. A student may have a situation that prohibits them from doing it at the scheduled time. If they have that social/emotional question or a do-now, that question will be answered to show that they're doing their work and that they are present for the day. This is not necessarily classwork. It's just for attendance purposes.

Comm. Simmons: I'm just a little concerned about that amount of flexibility. At that point, it would be the parents choosing to keep the student home. My thought is it just wouldn't be fair to those students who are coming to school. It would be almost advantageous for the student to just stay home. There's nothing that forces them to get on when they should be on. If they're supposed to be on while the class is in session and they're not, there's nothing that forces them to get on. They just check the classroom for the work and then they can submit the assignment later.

Ms. Powell: Again, we were trying to move in conjunction with the guidance that we received from the state in terms of being creative. We can certainly do it any way that the Board would recommend.

Comm. Simmons: I'm not sure what the time is. I think 11:30 is a bit much.

Ms. Tsimpedes: Comm. Simmons, may I jump in? At the beginning of my presentation with regards to Cohort C, which would be for students who do remote learning, we did say that if the parents choose for remote learning the students would be responsible to log in at the appropriate times to participate in the Google Meet and Google Classrooms. We need to ensure that the students are working at home and completing the assignments as is everyone else in the classroom. On the form that's included in the PowerPoint for Cohort C, we do talk about the accountability there. It is important that the students are working remotely as they are part of our roster not being home schooled as per the State DOE guideline for home schooling. They would be responsible for partaking in synchronous and asynchronous learning with our students, whether it be Cohort A or B. Even though they're Cohort C, they're still going to be part of A or B, if that makes sense.

Comm. Simmons: It makes sense. Now I got it. My second question was for Mr. Rojas about the prescreening questions for substitutes. Is something like that also going to be done for staff? Will there be some type of notification that goes out to staff where they have to answer those prescreening questions before they get to the building?

Mr. Zaydel: This self-screening process will be a page on our website that has the questions that employees can answer. We're relying on everyone to stay home if they feel sick or if they know they are sick. This will help them assess whether they are sick. It has questions like, do you have a fever? Do you have these symptoms? Have you traveled to a restricted area or an area under travel restrictions? It is not that they get an email at 6:00 a.m. Before they come to work every day, we're relying on them to assess their health and this questionnaire will help them do that. For students, they will have to present their survey results at the door. It's slightly different.

Comm. Simmons: Are we requiring staff to do the same?

Mr. Zaydel: Not to present their results at the door. We are requiring them to take it and self-report. To be clear, there is no requirement through CDC or DOE that schools screen their students or employees. This is something we're doing out of an abundance of caution because we know it makes people feel safer and gives us peace of mind.

Comm. Capers: Do I just go down the list of questions? If students can't afford any masks, will the district be providing them? If a student comes to school without masks on, would the district provide them?

Mr. Mapp: The district will provide reusable masks for students and teachers. If a student shows up to school without a mask, we will not turn them away. We will give them a dust mask for the day.

Comm. Capers: He or she can keep that mask.

Mr. Mapp: Certainly.

Comm. Capers: On the cleaning of the bus, what do we have in place for that? If the drivers have to quarantine at any point, what is the district plan to help assist those different companies to make sure it's a bus driver or get in touch with those students that may have to go to school remotely?

Ms. Vainieri-Marshall: About the cleaning of the buses, we have a log that we are putting inside each bus. They have to log the date and time before and after each trip. We will be monitoring that randomly.

Comm. Capers: Who is 'we'? Do we have staff?

Ms. Vainieri-Marshall: We would have to have our bus monitor check it.

Comm. Capers: How many do we have?

Ms. Vainieri-Marshall: We have one, but we are in the process of changing that and having two part-time which would just be in charge of that. It's the same process as far as quarantining. The bus driver does their part in letting the owner know. The owner contacts the nurse. We're saying that the company has to notify us, meaning me or the supervisor, and we will direct them to the nurse. Our district nurse will handle all who gets the next phone call.

Comm. Capers: Mr. Rojas, you provided different illnesses that the teachers would have. Is mental health a part of that, such as anxiety or something else?

Mr. Rojas: At this point, no. We're following the guidelines in the Governor's reentry plan. Mental health was not one of the categories outlined in his plan.

Comm. Capers: If a teacher comes up with it and says it, do we just turn them down?

Mr. Rojas: It's not an automatic denial. Under the ADA you have to enter into the interactive process to see if we can meet an accommodation. Just because it's not mentioned does not mean it's an automatic denial. We would have to evaluate everyone on an individual basis.

Comm. Capers: If a teacher has to quarantine, does the district pay for them? Can you go into that a little bit?

Mr. Rojas: The Corona Act allows for any employee to be allowed 10 days before they start deducting their own personal days that they have in their bank. They are to get 10 free paid sick days in order to quarantine or if they are sick to get better. It's a one-time benefit. If on September 5 I have to quarantine, I get 10 days. But then if I get sick again on October 1, at that point the employee will not be granted the 10 free sick days.

Comm. Capers: The employee doesn't have to get sick. If the district says they have been in contact with sick individuals, they may have to quarantine. They have to use their sick days even if they used their first 10?

Mr. Rojas: I wouldn't say absolutely no, but it is possible.

Comm. Capers: If we have a substitute that has to go into quarantine, do they fall under that same act?

Mr. Rojas: No. Our substitutes are vendors. They are technically contracted employees. I'm unsure how Kelly Services will deal with that. As far as quarantining, I have to get you the answer to that. I haven't thought about it.

Comm. Capers: And what about the clarification of the substitute costs that you were talking about?

Mr. Rojas: The plan outlines that there is a cost associated with that that will be deducted from the employee salary so they will cover the cost of the substitute in accordance with the accommodation. I just want to make it clear that this has not been union-approved yet. It's part of our plan. This is an option that we're exploring and would like to push. Right now, we would need some union discussions.

Comm. Capers: Mr. Matthews, you were talking about the Coronavirus Act payment. Do we have a budget yet on how each department will be impacted? What is that 75% that we will get back if we get approved from FEMA?

Mr. Matthews: There are two pieces to what you're asking. The CARES Act is \$11.6 million that we've already been allocated for the closing of the schools, which was earmarked for sanitizing the school buildings and for closing the digital divide. That money is already earmarked. That's all in a special revenue fund. There's an application process called RPA which we fill out. We have to track all COVID-19 expenses and do a submission. With FEMA, we're still waiting for guidance for when we can submit our expenses. That is still forthcoming and something we haven't been reimbursed for yet.

Comm. Capers: What are our added expenses? Not the \$11.6 million, but everything that every director was talking about? What does that number come up to?

Mr. Matthews: The doomsday budget for all this stuff is looking at about \$25 million that would cover if we were to have a full year of school and if everything that we're saying that we're going to do regarding the facilities, additional teacher coverage, 40 nurses, transportation, and sports. If we did everything that we had to do and there was no virtual learning, you're looking at more than \$20 million of additional expenses.

Comm. Capers: This is not counting the \$13 million we're already short?

Mr. Matthews: This is a doomsday budget.

Comm. Capers: Thank you. Did we come out with a cutoff date for fall sports? Usually freshmen get on when school starts, but that's going to be at Phase 1. By the time September comes, we should be at Phase 3. If freshmen start during school time, they have to go through all the phases. Do we get a cutoff time for when coaches have to fill their rosters for freshman football or professional sports?

Mr. Durham: Not yet.

Comm. Capers: Do we have a plan in place?

Mr. Durham: Not yet.

Comm. Capers: Are we going to have a plan in place?

Mr. Durham: We should have a plan in place by the end of the week.

Comm. Capers: The head trainer down in Newton Public Schools tested positive. It just came out today the head trainer for the Minnesota Vikings...

Comm. Simmons: Sir, can you stick to asking the questions? I want to keep this orderly and moving. I want you to ask questions about this plan.

Comm. Capers: If the head trainer of any sport tests positive, what type of effect will that have on our sports? What will that mean for Paterson Public Schools? What would be that plan?

Ms. Shafer: If we have one trainer or athletic supervisor, then we would have to look and see if the other one could be shared and that would work out. If it could not, then we would have to shut that program down.

Comm. Capers: What do we have in place for injury risks for Phase 1? When we finish Phase 1, we have to go to Phase 2 to do virtual and then they have to go to Phase 3. What are we doing in terms of educating our coaches on potential injury risks?

Mr. Durham: We have been going over different practice plans with the coaches and phasing them in with the practice plan in the slow movement. If you look at these plans, it's six days on and six days off. We don't want the coaches to just start from day one and have them doing 50 sprints and 100 jumping jacks. These practices should be designed for them to increase as the days go on. It should be one day light and one day hard.

Comm. Capers: I'm done with my questions for now.

Comm. Simmons: No. You're going to ask all of your questions now. We're not going to come back. I want to give every other Board member a chance. Ask all your questions.

Comm. Capers: Let the other Board members go.

Comm. Simmons: Ask your questions. This is going to be your chance.

Comm. Arrington: Are we expecting each student to bring in the self-health check every day with them to be allowed access into the building? I just want to make sure I understood that correctly.

Mr. Zaydel: The idea is that we would create a page on our district website that outputs to a green or red. If a student answers every question no, it outputs green. They would show their device at the door and they're allowed entry. If it outputs red, they know that they need to go home. If a student doesn't have a device and didn't print a questionnaire, they can just get their temperature taken at the building. The incentive is if you have your device with completed questions, you go into the fast line for entrance.

Comm. Arrington: For the students coming off the bus without a parent and without a phone, we would just take their temperature?

Mr. Zaydel: Correct.

Comm. Castillo-Cruz: Do we know what the substitute budget might be? We have teachers who won't be coming in daily and they might require a substitute to fill in the class. Have we budgeted if the substitute line item might increase and if so by how much?

Mr. Rojas: No. We haven't taken into account if someone works remotely that additional cost of the classroom. That's why in the plan it speaks to a shared cost. We're meeting the accommodation of the employee. There's already language in the contract that speaks to where there's a precedent set that they would pay less the cost of a substitute. Like I said, this hasn't been negotiated yet. It hasn't been approved by the union and is still part of our ongoing discussions.

Comm. Castillo-Cruz: Do you know when you're going to be having that conversation with the union?

Mr. Rojas: It's this week.

Comm. Castillo-Cruz: I think we should have that conversation in finance. What would be the schedule for the sanitizing of the buildings for when kids are in there? We do understand that they're going to sanitize the cafeteria and the gym. Are we going to do the classrooms as well? If the students go out to lunch, will we sanitize that before they come back? Is there some type of rotation for more of the smaller spaces where students will spend more time?

Mr. Mapp: Are you asking if the students go to lunch and they come back to their classroom, will the classroom be sanitized?

Comm. Castillo-Cruz: I'm asking if there is a daily schedule while students are in the school of what sanitation would look like. I use a classroom as an example, but I'm also talking about the bathrooms, hallways, or the spaces that are mostly used by our students.

Mr. Mapp: Common areas will be sanitized hourly, if not more often. We don't have the custodial staff to sanitize every classroom after every use. It's just not achievable or manageable in such a short period of time. Most schools have about three or four custodians per building and there are upwards of 50 or so rooms in every building. We're tending to the communal spaces, bathrooms, and touch points in those areas to sanitize on an hourly basis.

Comm. Castillo-Cruz: Have we had a conversation of that budget as well? If we do need to bring in additional personnel, do we have the flexibility in that budget?

Mr. Mapp: That would be a question for Mr. Matthews, but just off the top of my head I would think not. The budget is already set and has been sent to the county. I'm not sure that there is flexibility. Mr. Matthews can probably opine better on that than me.

Comm. Castillo-Cruz: On paper it looks great. Even if it's half of the students that would be in the building, things tend to look a lot different. I just wanted to make sure to keep the safety of our students if we're going to have the personnel. If the custodians are also working with possible issues in the building, such as a light bulb or a spill in the cafeteria, we want to make sure that we have enough people in the building to keep our students and staff healthy.

Mr. Mapp: I understand. We will begin to look at those as we go along and as we initiate the protocols.

Comm. Redmon: Mr. Rojas, when the students are virtual and the teacher is out that day, how will the substitutes be assigned to the virtual classrooms?

Mr. Rojas: Teachers are responsible, just like they do on a normal basis, to provide lesson plans for the substitutes. There's no change in that area.

Comm. Redmon: If, for example, at School No. 21 the math teacher is calling out sick, how are we going to be informing the parents that they might have a substitute for that day?

Mr. Rojas: I'm not sure I understand your question. If a teacher is working within the district remotely...

Comm. Redmon: I'm talking remotely. Maybe this is an instruction and program question.

Mr. Rojas: It more likely is. If the teacher is working remotely, there are still lesson plans that need to be left behind for that substitute. I don't know that normally we would advise a parent that a teacher is out on a daily basis. I think it's only after a long period of time that a parent is notified. If a teacher is out just one day, the substitute that's covering the classroom should have a good sense. We're trying to use the same substitutes.

Comm. Redmon: Not every day. If we have a teacher that might have gone on sick leave, how would the parents get notified that their student might have a substitute

teaching virtually? Would the same protocol follow when they log in for the teacher's hours? If a parent had a question for that teacher that's remote, how would that be presented to the parent?

Mr. Rojas: I think that person would go through the principal. I'm not sure how parents are contacted. That's not my area. I'm unsure how that process works.

Comm. Redmon: That might be an I&P question.

Ms. Tsimpedes: That's also a building-based decision on how they contact the students. If they know that there's going to be a teacher on leave for a week or two, usually a letter is sent home to the parents to let them know, depending on the grade level of the child. Usually they inform the younger kids to let them know the teacher is on leave and they will have a permanent substitute for that class if it warrants it. If it's just a random day that the teacher takes off, as Mr. Rojas said, teachers are responsible to provide lessons plans. They would do so in Google Classroom. Students who are remote and in-person instruction would have access to the work.

Comm. Redmon: If they're working remotely, will they also have the teacher's hours when they can respond to certain questions?

Ms. Tsimpedes: The teacher is teaching her full schedule. They can email the teacher and during her prep she can respond. When we rolled out the last remote learning plan, we only had classes for students between 9:00 to 1:00. With September rolling around, the kids are in school from 8:15 to 3:00. The teachers do not have extra time to have office hours. If a kid posts something in Google Classroom, the teacher would then respond as they would normally.

Comm. Redmon: Thank you. That's all the questions that I have.

Comm. Teague: I don't want to sound redundant, but my question still has to do with special education. In terms of the out of classroom services that they usually receive, how's that going to work out? I'm talking about the speech, language, and so forth. How's that going to be carried out for the students on the spectrum?

Ms. Coy: The services will continue in the same way it worked from March to June. It will be virtual for those students who are homebound. For in-person, we will be using what the classroom teachers will be using. There will be the clear partitions and dividers between the teacher and student in order for those services to be provided. We're working on all of those students who require speech services to have the face shields and masks that have the clear pouch on the mouths so that the teacher and student can read each other's verbal queues. We're working on getting those for them to have their speech services. OT and PT is more hands-on touch. The DOE still expects us to provide those services. At some point there may be a point of contact between the teacher and the child or the therapist and the child. For right now, we're just taking it day by day because the guidelines have not changed. The DOE, based on the federal government, has advised that those services still must be in place. They have not pulled back the content ones, such as OT and PT.

Comm. Teague: Okay. I just wanted to get that clarified for the parents that were listening. Thank you.

Comm. Hodges: Some of my questions have been asked already, but I still have others. Will there be a full complement of science labs? Or will they be done virtually?

Ms. Tsimpedes: That would be dependent on if we are open. If we are in the building, then the labs will be utilized with safety precautions in hand. Students would have to wear their goggles, masks, and gloves. We may be limited in the types of experiments that can be done in the lab.

Comm. Hodges: That's what I'm trying to find out. Usually you don't do labs by yourself, particularly in the elementary school. You do that with other people. That means that you have to do something else. I don't know whether you have invested in any virtual lab experiments for students. That's what I'm trying to find out. What's the educational plan for providing all the labs for the students?

Ms. Tsimpedes: I will have the science supervisor provide that to you. There is a plan for that. Within the last two years we have purchased Probe software where students can have virtual activities and participate in those lab experiments without physically being in the labs as well. As you know, not all of our labs are functional.

Comm. Hodges: That's one of my questions. What is functional and what do we plan to have functional in September? If you can get back to me on that, I'd appreciate it.

Ms. Tsimpedes: Sure.

Comm. Hodges: There will be temperature checks for preschool students only when they come into the buildings. Is that correct?

Ms. Shafer: Except for the ones who don't bring their screening in.

Mr. Zaydel: All preschool students will be subject to temperature checks. That's a requirement from the licensing office.

Comm. Hodges: But there will not be temperature checks for the rest of the student body.

Mr. Zaydel: For the rest of the student body there will be temperature checks if they do not provide evidence of completing their self-screening that morning.

Comm. Hodges: That self-screening is for every day. Is that written?

Mr. Zaydel: It will be an online written questionnaire.

Comm. Hodges: Is the level of the virus increasing, stabilizing, or going down in the City of Paterson? It sets up my question for the rest of the district. That's why I need her to comment. She's the department of health, so I need her to speak to that issue. Is that possible? The real issue is what's going to determine whether we in fact open. That should be the background level of COVID. Is the level of positive COVID cases going up, going down, or staying the same in the City of Paterson?

Comm. Castillo-Cruz: The number of positives has exponentially gone down. We are starting to see a very slight increase, but it's still too early to tell. We've had about two or three positive cases daily for the last two months. We just recently went up a little bit to 13, 8 and 10. We are following the trend for this week to see if we can say it is going up or was it something that occurred for two or three days. We can keep you updated. The number of people going to get tested has gone down dramatically as well. So have the number of ambulance calls due to COVID. As of right now, we're in a very good

place in Paterson. We're trying to monitor to see if we're still in a very good place or within the next week or so if we are seeing some increase.

Comm. Hodges: What's concerning me is the fact that people are travelling out of the state. They're not wearing masks out on the street. I've been seeing that on Facebook. These kids are going to be exposed to their older siblings and parents. The concern I'm really getting to is what's going to determine whether or not we do in fact open? Will it be the city's COVID numbers, or the County Superintendent? What's going to trigger that to say we're going to follow through on our plan that we adopt?

Comm. Simmons: It's the Governor's call.

Comm. Hodges: Most of the state does not have the level of infections that Paterson does. The question I have is concerning about Paterson.

Comm. Simmons: Correct, but it's still the Governor's or the Commissioner's call.

Comm. Castillo-Cruz: Even to open or close anything in Paterson, whether it's businesses or restaurants, it has to come from the Governor's office. Our numbers are given to the department of health on a daily basis. They see our numbers and there are calls that happen twice a week with the department of health. They start assessing depending upon if our numbers go up. The reality is that across the state we have seen numbers go up. Not drastically, but the numbers that have gone up have been because of the younger people who are not necessarily taking care of themselves. I agree with Dr. Hodges that there is the concern that older siblings might not be taking care of themselves. We do see that population growing a little bit. We have to wait and see, but the direction has to come from the Governor's office. We can't necessarily just close down although our public health officer would be involved in that decision and conversation.

Comm. Hodges: They announced today that young children can in fact transmit as equally as adults, which was not known before. That's my concern. We have two bus monitors for the entire district? This has been an area of great concern to us, the performance of the buses. They're going to be the initial contact to make sure those buses are clean. We have two monitors that are going to look for all the buses in the district? Is that correct?

Ms. Shafer: Yes.

Comm. Hodges: That's a big problem to me. Somebody else has to be forced to do that to make sure that's a safety issue, particularly in the beginning, to make sure those buses are functioning the way they're supposed to early on. You can slack off, but you must start with an aggressive monitoring of those buses to make sure it's happening. How many student attendance specialists do we have in the district?

Ms. Shafer: I know we started with 18 and I think we might be down to 10 or 12.

Comm. Hodges: In terms of facilities, will we be cleaning each building every single day after the students leave?

Mr. Mapp: There will be a night cleaning protocol that's put in place where we will be cleaning and sanitizing every classroom at the end of the day.

Comm. Hodges: Let me just say I deeply appreciate the work that the staff has done. I think it's quite an undertaking and I really do appreciate it. I do have my concerns because as a health professional there are a lot of holes that we can't predict or cover for. Part of that is that our community is not responding as aggressively as they could in terms of wearing masks and social distancing, particularly with young adults. Those people have younger siblings who are being exposed to their non-compliance. If we have them in the classroom, that puts other students at risk and that's a real concern. I'm interested in seeing a phased in approach to this to make sure that all systems are functioning. I'd be very concerned about opening up on September 8 with everybody coming in at one time and thinking it's all going to work and people aren't going to be placed in danger. I'm also concerned about the teachers. If we have students who test positive or get symptomatic, they may be removed from the classroom. But if they test positive, then a teacher has to go out as well. If it happens to two or three students, then the teacher loses over 20 days. That could be a real problem. Those are my initial concerns and I'll just leave it there.

Comm. Ramirez: I don't have questions. I just want to thank the Superintendent and the entire team for putting this tremendous presentation and plan together. I think the whole Board and the community should wholeheartedly thank them for this tremendous work.

Ms. Shafer: Thank you.

Comm. Hodges: Mr. President, you said we would not be voting on this plan tonight. Is that correct? What is No. 1?

Comm. Simmons: The plan has to be submitted to the state by next week.

Comm. Hodges: We're voting on this plan now?

Comm. Simmons: Yes. The state wants the plan by the first week of August, which is in a couple of days.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, in response to the COVID-19 pandemic, the Governor declared a state of emergency and a public health emergency, and ordered all schools closed for in-person instruction; and

WHEREAS, as New Jersey is in Stage 2 of The Road Back: Restoring Economic Health Through Public Health, the New Jersey Department of Education (NJDOE) is mandating that each district develop, in collaboration with community stakeholders and students, a plan to reopen schools in the Fall that best fits the district's local needs; and

WHEREAS, in response to this order the Paterson School District, in accordance to the guidance of the NJDOE's Road Back: Restart and Recovery Plan for Education, has developed the reentry guidance Keeping the Promise: The District's Plan for 2020-2021; and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby approves the District's Keeping the Promise: The District's Plan for 2020-2021.

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 for Board of Education consideration in collaboration with union associations and the County Superintendent was approved on March 16, 2020; and

WHEREAS, the 2020-2021 School Calendar satisfies the 185 days' requirement for staff employed on a ten-month basis, and a minimum 180 days for student contact, and in the event the district is closed due to inclement weather or other emergencies, days may be added extending the school year beyond the last day of school noted in this calendar; and

WHEREAS, the district will implement a delayed opening schedule when either weather or other emergent conditions are imminent, which will allow for the timely and safe arrival of students and staff, and provide for additional time to reconsider full closure based on developing weather conditions; and

WHEREAS, the school calendar was developed in consideration of the New Jersey Department of Education's released state assessment calendar; and

WHEREAS, the Board of Education has recommended 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 now therefore

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

Resolution No. 3

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

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

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

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the July 27, 2020 Board Meeting.

PERSONNEL

F.1 Motion to take action on personnel matters, as listed below; and appoint and submit to the County Superintendent applications for emergent hiring and the

applicant's attestation that he/she has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A:6-7.1 et. Seq., N.J.S.A. 18A:39-17 et. seq., or N.J.S.A. 18A:6-4.13 et. seq. for those employees listed below:

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

A. POSITION CONTROL ABOLISH/CREATE

Action to reclassify **PC# 2921** from Accounts Payable Coordinator to Senior Accounts Payable Coordinator.

B. SUSPENSIONS- N/A

C. RESIGNATION/ RETIREMENT

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

Last Name	First Name	School/Location	Title	Salary	Reason
Campbell	Chantelle	Department of Full Service Community Schools	Special Programs Funding Advisor	\$80,000	new hire
Conley	Dwaune	EHS Athletics	Athletic Treasurer	\$7,829.00	filling vacancy
Jimenez	Cynthia	Dept of Transportation	Administrative Liaison	\$45,000.00	filling vacancy
Ligon	Sylvia	EHS Athletics	HS Faculty Treasurer	\$7,829.00	filling vacancy
Mathis	Nyha	Business Office	Accountant	\$70,000.00	appointment
Powell	Pamela	EHS - CAHTS	Principal	\$156,042 + \$5,900 longevity = \$161,942.00	Appointment

H. TRANSFERS

Last Name	First Name	School/Location	Title	Salary	Reason
Agama	Roman	International	Personal Aide	no change	transfer
Ashe	Beatriz	GOPA - EHS	Teacher ESL	no change	transfer
Baugh	Marvin	SOIT	Personal Aide	no change	transfer
Bautista	Alba	School # 18	Personal Aide	no change	transfer
Brickley	Melissa	School #19 (.6)	Teacher Social	no change	transfer

		and MLK (.4)	Worker		
Brizan	Roseann	School #20	Teacher Social Worker	no change	transfer
Butcher	Nicole	School #26 (.6) and School #1 (.4)	Teacher Social Worker	no change	transfer
Cardona	Ruth	School # 2	Personal Aide	no change	transfer
Clara	Lavergne	#28 (.5), Napier (.5)	Teacher Bilingual/ESL	no change	transfer
Cosme	Vilma	Dale Ave	Personal Aide	no change	transfer
Cozart	Inger	JFK SET	Teacher Social Worker	no change	transfer
Davis	Gregory	Norman S Wier (.6) and EHS (.4)	Teacher Psychologist	no change	transfer
De Dios	Melanie	School #16	Teacher ESL	no change	transfer
Elias	Wedad	STARS	Personal Aide	no change	transfer
Fonder	Paula	CAHTS	Personal Aide	no change	transfer
Giesler	Patricia	School # 21	Teacher Grade 5 Math	No change	transfer
Goodwin	Parcco	School # 7	Personal Aide	no change	transfer
Harrison	Delane	GFA	Personal Aide	no change	transfer
Henderson	Gayle	JFK ACT	Teacher Social Worker	no change	transfer
Hernandez	Luis	Out of District (.4) and Preschool (.6)	Teacher Social Worker	no change	transfer
Lynch	Patsy	# 7 (.8), NSW (.2)	Teacher Bilingual/ESL	no change	transfer
Martinez	Joy	School #15	Teacher Social Worker	no change	transfer
Monto	Ilmadeliz	School #20	Teacher ESL	no change	transfer
Navedo	Sandra	NSW	Personal Aide	no change	transfer
Patel	Jennie	DBT	Teacher Bilingual/ESL	no change	transfer
Quispe	Eric	School # 7	Personal Aide	no change	transfer
Reed-Williams	Essence	School #29 (.6) and #7 (.4)	Teacher Social Worker	no change	transfer
Robinson	richard	Roberto Clemente	Security Officer	no change	transfer
Rogers	Kathy	Don Bosco	Teacher Social Worker	no change	transfer
Rutherford	Kimino	Silk City	Teacher Social Worker	no change	transfer
Samuels	Quashon	MLK	Personal Aide	no change	transfer
Sanchez	Nancy	# 16	Teacher ESL	no change	transfer
Sanchez	Idalia	GOPA - EHS	Teacher World Language	no change	transfer

Smith	Christine	MLK	Teacher Social Worker	no change	transfer
Sneed	Apryl	School #27	Teacher Social Worker	no change	transfer
Suro	David	Out of District (.6) and Preschool (.4)	Teacher Social Worker	no change	transfer
Tapia	Altagarcia	CAHTS	Personal Aide	no change	transfer
Warburton	Melissa	School # 13	Personal Aide	no change	transfer
Warner	Wendy	Dr. Hani	Personal Aide	no change	transfer
Webber	Mary	CAHTS	Personal Aide	no change	transfer
Zamudio	Melissa	School #15	IA Kindergarten	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

L. STIPENDS

To pay the following two (2) people a lunch stipend for the 2020-2021 School year at the following amounts:

Nicole Wilczynski (PC# 2028) \$2,000 and **Carlos Miranda** (PC# 1218) \$2,000.

5 Lunch Periods at CJR/#9

Funding Source: 15.120.100.101.009.56

To hire one staff member **Felix Gil, Gina De Sino** (sub) **M. Hindi, and Stephen Trongone** (sub) to do Voluntary Lunch Program Duty for one period daily for the 2020-2021 school year. (PEA Contract section 10:5-2.3-1 Stipend not to exceed \$2,000.00)

Funding Source: 15.120.100.101.075.056.0000.000 Not to exceed: \$2,000.00

Action to compensate **Keith Burgess** – IA (approved by Mr. Rojas) to complete Volunteer Lunch Duty for 20-21 School Year. Mr. Burgess will be completing lunch duty assignment during the third lunch period grades 6-8.

Funding Source: 15.130.100.101.021.056.0000.000 Not to Exceed: \$2,000.00

Action to compensate **Siobhan Simpson** for Volunteer Lunch Duty for the 20-21 School Year. Ms. Simpson will be completing Lunch Duty during the second lunch period with grades 3-5.

Funding Source: 15.120.100.101.102.056.0000.000 Not to exceed: \$2,000.00

To hire **Joseph Bashkanji** (PC# 9523) to supervise CJR #9's Breakfast program from 7:10AM _8:10AM for the 2020-2021 school year not to exceed \$4,500.00 at a rate of \$25 per hour. **Note:** Joe Bashkanji is an IA and MONEY IS TO BE PAID FROM ACCOUNT AS LISTED BELOW:

Funding Source: 15.421.100.106.009.061 (JOE) \$4,500.00

Request Board approval to compensate **Sylvia Ligon** as High School Faculty Treasurer /JobID **7354** for School Year 2020-2021, beginning September 1, 2020 through June 30, 2021. This stipend is shared between the following:

- GOPA / Account# 15.401.100.100.062.053
- SOIT / Account# 15.401.100.100.063.053
- CAHTS / Account# 15.401.100.100.064.053

Not to exceed: \$7,829.00

Request Board approval to compensate **Dwuane Conley** as Athletic Treasurer / JobID **7353** for School Year 2020-2021, beginning September 1, 2020 through June 30, 2021.

Funding Source: 15.401.100.100.051.053.0000.000 Not to exceed: \$7,829.00

Action is requested for **Mr. Frank Funicello** and **Mrs. Sarah Livesey** to work summer guidance counselor hours in STEM from July 1 to August 31.

60 hours per counselor at \$35 dollars per hour.

Funding Source: 15.000.218.104.304.053.0000.000 Not to exceed: \$4,200.00

L. STIPENDS / CONT.

Action to hire **Quatarra Benjamin** (Emp. ID 112146) and **Michele Howe** (Emp. ID 103022) as Summer Athletic Guidance Counselors needed to ensure the Athletic Department compliance with the NJSIAA requirements.

At the rate of 50 hrs x \$35/per/hr. = \$1,750.00 per person

Dates: 7/15/20 – 8/30/20

Funding Source: 11.000.218.104.707.053.0000.000 Not to Exceed: \$3,500.00

To appoint **Jarius Thompson** as a Guidance Counselor at International High School from July – August 2020 to be paid a stipend.

50 Hours @ \$35.00 per hour = \$1,750.00

Funding Source: 15.000.218.104.055.053 Not to Exceed: \$1,750.00

To appoint **Patricia Carr** as a Guidance Counselor at International High School from July– August 2020 to be paid a stipend.

50 Hours @ \$35.00 per hour = \$1,750.00

Funding Source: 15.000.218.104.055.053 Not to Exceed: \$1,750.00

Action to hire **Mrs. Karen Kirby** for the Summer Scheduler position at DBTA.

50 hours x \$35 per hour = \$1,750 to complete schedules.

Funding Source: 15.000.218.104.068.053.0000.000 Not to exceed: \$1,750.00

Request to hire (3) staff members to work as summer High School Guidance Counselor for the School of Culinary Arts Hospitality and Tourism at Eastside High School. Each Counselor is allotted to work a maximum of 50 hours at a rate of \$35/hr. In addition, each staff member can act as a substitute at the same rate of \$35.00/hr in the event of an absent counselor, this will allow each counselor to exceed their hours.

Rima Bandeli, Andrea Smikle, Adam Raphael

Total Personnel submitted: Three (3)

Effective Date: July 3 – August 31, 2020

Funding Source: 15.000.218.104.064.053.0000.000 \$35.00 per hour

Not to exceed: \$5,250.00

To hire **Arleen Echevarria, Rashad Davis, Dawna Pazant and David Scala** as teachers for the 2020/2021 Summer bridge program.

The classes are virtual so the student and teachers will work from home.

Contact: **Tisan R. Dawud**

Dates: August 3, 2020 – August 6, 2020 and August 10, 2020 – August 13, 2020

Time: 10:00 AM – 1:00 PM

Audience: The audience will consist of the incoming freshman class of P-Tech @ Panther for the 2020/2021 school year.

Request to hire **Shantee M. Brown** and **Melissa Moyett-Wright** for summer guidance positions at Harp Academy. The counselors will work from July 1, 2020 – August 31, 2020. They will be compensated at a rate of \$35.00 an hour for a total of 60 hours each not to exceed 120 hours each for a total of \$4,200. Posting #7419.

Funding Source: 15.000.218.104.053.053.0000.000 \$35.00 per hour

Not to exceed: \$4,200.00

L. STIPENDS / CONT.

As per Contract Agreement between the Paterson Education Association (P.E.A.) and Paterson Public Schools all District Security Officers shall receive a check in the amount of \$400.00 for clothing allowance for the 2020-2021 school year. Below is list and amounts owed to each District Security Officer.

Funding Source: 11.000.266.290.683.000.0000.000 Not to exceed: \$18,400.00

No.	First Name	Last Name	Location	Clothing Allowance for the 2020-2021 School Year
1	Asser	Zaki	PS#9	\$400.00
2	Rodkee	Benjamin	PS#10	\$400.00
3	Edgar	Ramos	NRC	\$400.00
4	Kim	Bridgers	PS#13	\$400.00
5	Richard	Robinson	OLD RC	\$400.00
6	Melissa	Moore	PS#15	\$400.00
7	Julio	Anguita	PS#18	\$400.00
8	Dwayne	Hilbert	PS#20	\$400.00
9	Kenyetta	Taft	PS#20	\$400.00
10	Thomas	Conyers	PS#21	\$400.00

11	Stacy	Capers	PS#21	\$400.00
12	Graciela	Todaro	PS#24	\$400.00
13	John	Reaves	PS#25	\$400.00
14	Willie	Owens	PS#26	\$400.00
15	Bledjan	Molla	PS#27	\$400.00
16	Ledio	Llupa	PS#28	\$400.00
17	Ronald	Lewis	PS#28	\$400.00
18	Viola	Dunmore	PS#30	\$400.00
19	Geroge	Iacobelli Jr.	PS#30	\$400.00
20	Thomas J.	Burke	EWK	\$400.00
21	Pedro	Crespo	Dale Ave	\$400.00
22	Karen R.	Jones	Single Gender Academy	\$400.00
23	Joseph	Rodriguez	JFK	\$400.00
24	Ernesto	Ramirez	JFK	\$400.00
25	Brenda	Winfrey	JFK	\$400.00
26	Roberto	Mercado	JFK	\$400.00
27	Joseph	Thomas	EHS	\$400.00
28	Shontaine	Ingram	G.F.A	\$400.00
29	Eric	Zimmerman	G.F.A	\$400.00
30	Lindsey	Jacobs	EHS	\$400.00
31	Sean	Moore	EHS	\$400.00
32	Quashenda	Gee	EHS	\$400.00
33	Michael	Howe	Rosa Parks	\$400.00
34	Dawn	Lewis	Panther Academy	\$400.00
35	Cathie	Hall	Dr. Frank Napier #4	\$400.00
36	James	Watkins	Harp Acd.	\$400.00
37	Craig	Perrone	Don.Bosco	\$400.00
38	Muharrem	Martinaj	Don.Bosco	\$400.00

39	Michael	Best	N.S.W	\$400.00
40	Juan	Melendez	PS#16	\$400.00
41	Roy	White	Dr. Hani	\$400.00
42	Todd F.	Mitchell	PS# 12	\$400.00
43	Robbin M.	Jackson	PS#19	\$400.00
44	Shavar	Gerald	90 Delaware	\$400.00
45	Eric	Oliver	90 Delaware	\$400.00
46	Christopher	Riley	90 Delaware	\$400.00
				\$18,400.00

L. STIPENDS / CONT.

Action is requested for **Ms. Desirae Douglas, Ms. Gizele Locke** and **Mr. Edgar Cruz** to work Summer Guidance Counselor hours in Set Academy from July 1st to August 30, 2020. Not to exceed 40 hours per counselor at \$35.00 per hour.

Funding Source: 15.000.218.104.305.053.000.0000 Not to exceed: \$4,200.00

Request to hire school counselor **Daniel Garcia** for ATM Academy from July 13th – August 31, 2020. Counsellor has been allotted 50 hours.

Daniel Garcia / Teacher Guidance Counselor / Acct#

11.000.218.104.703.053.0000.000

\$35.00 per hour x 50 hours = \$1,750

Account #: 11.000.218.104.703.053. - \$1,700.00

Account #: 15.000.218.104.077.053 - \$50.00

\$35.00 per hour Not to exceed: \$1,750.00

To appoint **Sarai Molina** as School Treasurer of International High School from September 1, 2020 to June 30, 2021 to be paid a stipend.

Posting # 6782 Per PEA: \$7,829.00

Funding Source: 15.401.100.100.055.053.0000.000 Not to exceed: \$7,829.00

Request to hire three (3) staff members to work as summer High School Guidance Counselor for the School of Information Technology at Eastside High School. Each counselor is allotted to work a maximum of 50 hours at a rate of \$35/hr. In addition, each staff member can act as substitute at the same rate of \$35.00/hr in the event of an absent counselor, this will allow each counselor to exceed their hours.

Tangy Major, Hortencia Silfa, Vernita Bostick

Total personnel submitted: Three (3)

Effective Date: July 6 – August 31, 2020

Funding Source: 15.000.218.104.063.053.0000.000 \$35.00 per hour
Not to exceed \$5,250.00

Action to compensate **Nicole Brown PC# 186** to perform additional responsibilities as the Associate Chief Academic Officer in the amount of \$900.00 monthly effective July 1, 2020.

Stipend due to resignation of E.C. (PC# 3051) and J.T. (PC# 1633) taking on the responsibilities of the position vacated by E.C. (PC #3051).

Action to compensate **Joanna Tsimpedes, PC# 1633** to perform additional responsibilities as the Assistant Superintendent for Academic and Special Programs in the amount of \$1,000.00 monthly effective July 1, 2020 due to resignation of E.C. (PC# 3051)

M. AMENDMENTS

Action is requested to amend **PTF# 20-1852** to add the following SPED Teachers for the 2020 Summer ESY.

Bannon, Diane	Cheatom, Lashawn	Foerch, Christina
Thomas, Dwayne	Royster, Jennifer	Kohi-Kamali, Hora
White-Curry, Tanya	Williams, Joseph	Kuday, Lale
Abbate, Brittany	Fitzgerald, Jamie	

Funding Source: 11.422.100.101.101.749.053.0000.000 Not to Exceed:
\$210,000.00

Action is requested to amend **PTF# 20-1851** to add the following Instructional Assistants for the 2020 Summer ESY.

Arellano, Elizabeth	Jones, Renay	Jaimes, Cleusa
Callegari-Lopez, Belitza	Rodriguez, Aracelis	Migliorino, Michael
Tolbert, Janice	Hicham, Saadallah	Armstrong, Ovid

Funding Source: 20.292.100.106.653.057 Not to Exceed: \$250,000.00

Action to amend: 2019-2020 Credit Recovery Program Teachers & Subs end dates All Sites. Original CR Program End Date: 6/08/2020. New CR Program End Date: June 30, 2020

JFK – Original **PTF# 20-1562** & Action to Amend **PTF# 20-1675**

EHS – Original **PTF# 20-1561** & Action to Amend **PTF# 20-1676**

IHS - Original **PTF# 20-1560** & Action to Amend **PTF# 20-1672**

DWT - Original **PTF# 20-1564** & Action to Amend **PTF# 20-1674**

GFA - Original **PTF# 20-1563** & Action to Amend **PTF# 20-1673**

There are no changes from original approved Action #s & no change in the approved hours/dollar amount

Account# 11.421.100.101.650.053.0000.000 No change in \$ Amount to original PTFs

Request to amend Action **20-1869** to stipend three (3) coordinators for the 2020 Summer eLearning Program due to unanticipated increase of enrollment, the scope of

work increased and following coordinators are required to work additional hours to meet the needs of the program.

Program scheduled from July 1st through August 4th.

Katia Nieves

Leon Miller

Nicole Olsen

3 Coordinators @ \$40.00 an hour for 30 hours each total 90 hours = \$3,600.00

Account # 20.231.200.100.653.057.000.0001 Up to and not to exceed: \$3,600.00

Action to AMEND **PTF# 20-260**: Two Teacher for P-Tech Workplace Learning Curriculum

May 1, 2020 – June 30, 2020

Doris Arnett-Gary

David Polgar

2 Teachers x 20 HRs \$35 per hours = \$1,400

There is no change from the original approved Action/**PTF #20-260** & no change in the approved dollar amt/hours.

Account# 20.468.100.100.650.053.0000.002 Not to exceed: \$1,400.00

N. ATTENDANCE INCENTIVES

Process payments for the below list as outlined in the negotiated agreement between the district and the PEA, PPA, PAA, COSA Food Service for the Perfect Attendance Incentive Program. Payments due on JULY 31, 2020. Not to exceed: \$479,721.75

Last Name	First Name	Location	Unions (PEA, PFSA, PCMA, PAA, PPA)	10 OR 12 Month	Position	Perfect Attendance Amount	Buy Back Amount	Total
AANONSEN	LISA	JFK-BTMF	PEA	10	TEACHER	500.00		500.00
ABADA	LAMINE	SCH # 25	PEA	10	IA	500.00	600.00	1,100.00
ABD ELHAFEZ	AMAL	JFK - STEM	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ABDELGHAFAR	HOWAYDA	SCH # 25	PEA	10	IA	500.00	0.00	500.00
ABUASSI	DALAL	JFK - ACT	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ABYAD	JANET	JFK-BTMF	PEA	10	TEACHER	500.00		500.00
ACHERIL	MATHEW	JFK - STEM	PEA	10	TEACHER	500.00		500.00
ACOSTA	ELIZABETH	SCH # 2	PEA	10	PA	500.00	600.00	1,100.00
ADKINS	SHAKIRA	SCH # 28	PEA	10	TEACHER	500.00	1,250.00	1,750.00
AGAMA	ROMAN	SCH # 7	PEA	10	PA	500.00	600.00	1,100.00
AHN-MURPHY	GRACE	SCH # 25	PEA	10	TEACHER	500.00	0.00	500.00
AITA	FRANK	SCH # 9	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ALBERT	LOUISE	SCH # 28	PEA	10	TEACHER	500.00		500.00

ALBRITTON	MICHELLE	SCH# 12	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ALFANO	KRISTINE	SCH # 9	PEA	10	TEACHER		1,250.00	1,250.00
ALI	SYED MUHANNAD	JFK - STEM	PEA	10	TEACHER	500.00		500.00
ALLAN	AHFAF	SCH # 9	PEA	10	TEACHER	500.00		500.00
ALLAN	ROCIO	SCH # 7	PEA	10	1A	500.00	600.00	1,100.00
ALLEN	CHARLENE	SCH# 12	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ALLEN-MUNK	TANYA	SCH # 6 - SFLS	PEA	10	TEACHER	500.00		500.00
ALMEIDA	HERMES	JFK - STEM	PEA	10	TEACHER	500.00		500.00
AMATO	EUGENE	SCH# 5	PEA	10	TEACHER		1,250.00	1,250.00
AMMAR	MAYSOUN	HANI	PEA	12	SECRETARY	500.00	600.00	1,100.00
AMMAR	MERVAT	SCH # 16	PEA	10	PA	500.00		500.00
ANDERSON	WILLIAM	SCH# 12	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ANGATIA	DAUDI	SCH # 24	PEA	10	TEACHER	500.00		500.00
ANTON	LAUREN	SCH # 13	PEA	10	TEACHER		1,250.00	1,250.00
ANYAKOHA	CHINYERE	SCH # 25	PEA	10	TEACHER	500.00	0.00	500.00
ARBULU	MARY	SCH # 27	PEA	10	TEACHER	500.00		500.00
ASFOUR	NAMATY	SCH # 9	PEA	10	TEACHER	500.00		500.00
ASFOUR	NORA	SCH # 16	PEA	10	IA	500.00		500.00
ASTARITA	KIM	SCH# 12	PEA	10	TEACHER	500.00	1,250.00	1,750.00
ATIEH	SAED	REPAIR/M AINTENANCE	PCMA	12	CUSTODIAN	500.00	2,628.13	3,128.13
AVELLA	HERLAN	EHS - GOPA	PEA	10	TEACHER	500.00		500.00
AZZOLINI	CAROLYN	NSW	PEA	10	TEACHER	500.00		500.00
BACA	AMANDA	SCH # 16	PEA	10	TEACHER	500.00		500.00
BACHUS	SHAM	SCH # 8	PPA	12	PRINCIPAL	500.00		500.00
BAGNATURO	LISA	SCH # 9	PEA	10	TEACHER	500.00		500.00
BALDWIN	ROSE	SCH# 5	PEA	10	IA	500.00		500.00
BARBO	GREGORY	NSW	PEA	10	TEACHER	500.00		500.00
BARCA	JOANN	SCH # 1	PPA	12	PRINCIPAL	500.00		500.00
BARRETT	PETER	CENTRAL STORES	PCMA	12	TRUCK DRIVER	500.00	2,613.12	3,113.12
BASHKANJI	JOSEPH	SCH # 9	PEA	10	IA	500.00	600.00	1,100.00
BASHKANJI	REZKALLAH	SCH # 9	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BASUF	HALA	NSW	PEA	10	IA	500.00	600.00	1,100.00
BATCHELOR	CHARLIE	EHS - SOIT	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BATISTA	JOSE	NRC (NEWCOMERS)	PEA	10	TEACHER	500.00		500.00
BENALI	SOMIA	JFK - STEM	PEA	10	TEACHER	500.00	1,250.00	1,750.00

BENGTSSON	BECKY	SCH # 16	PEA	10	TEACHER		1,250.00	1,250.00
BERTHOLD	RENEL	JFK - STEM	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BESPALKO	ROSALIE	SCH # 19	PPA	12	PRINCIPAL	500.00		500.00
BHATTACHARYYA	SRIPARNA	SCH # 16	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BIDDLE	ALLISON	DALE AVENUE	PEA	10	TEACHER	500.00		500.00
BIDO	KOZETA	DBTA	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BODNER	EDWARD	SCH # 16	PEA	10	TEACHER	500.00		500.00
BORBON	JUANA	SCH# 15 (NEWCO MERS)	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BRACKETT	SHERRI	SILK CITY	PEA	10	TEACHER	500.00		500.00
BRANDT	JASON	JFK - ACT	PEA	10	TEACHER	500.00		500.00
BROOKS	LISA	SCH # 24	PEA	10	TEACHER	500.00		500.00
BROUKIAN	NATHALY	JFK - STEM	PEA	10	TEACHER	500.00		500.00
BROWN	ELIZABETH	SCH # 24	PEA	10	TEACHER	500.00		500.00
BROWN	JEFFERY	NRC	PEA	10	TEACHER	500.00		500.00
BROWN	MARIA	SCH # 19	PEA	10	TEACHER	500.00	1,250.00	1,750.00
BROWN	MARLON	SCH # 27	PEA	10	PA	500.00		500.00
BROWN	SUZETTE	JFK-BTMF	PEA	10	TEACHER		1,250.00	1,250.00
BURGOS	ANTHONY	JFK - ACT	PEA	10	IA	500.00		500.00
BURKE	THOMAS	EWK	PEA	12	SECURITY	250.00	600.00	850.00
BUSCH	TONYA	653	PEA	12	PARENT COORDINATOR	500.00		500.00
BUTLER	ROBERT	SCH # 16	PEA	10	TEACHER	500.00		500.00
BYNDLOSS	ROBERT	REPAIR/MAINTENANCE	PCMA	12	CUSTODIAN	250.00	2,598.55	2,848.55
CABRAL	HAYZER	SCH # 25	PEA	10	IA	500.00		500.00
CAGILUS	ROSE	EHS - CAHTS	PEA	10	TEACHER	500.00		500.00
CAHUANA	LINCOLN	REPAIR/MAINTENANCE	PCMA	12	CUSTODIAN	500.00		500.00
CAMACHO	EDWIN	HARP	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CAPLE	ALESSANDRA	HARP	PEA	10	TEACHER	500.00		500.00
CARABALLO	IVETTE	SCH # 24	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CARACCIO	JEAN	SCH # 2	PEA	10	TEACHER	500.00		500.00
CARBAJAL	MARIANELA	NSW	PEA	10	PA	500.00	600.00	1,100.00
CARDELL	CAROLYN	SCH # 27	PEA	10	TEACHER		1,250.00	1,250.00
CARDONA	RUTH	SCH # 6 - SFLS	PEA	10	PA	500.00	600.00	1,100.00
CARPENTER	ARTHUR	650	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CARRANZA	VILMA	ADULT	PEA	10	TEACHER	500.00		500.00

		SCH						
CARROLL	RAYMOND	DBTA	PEA	10	TEACHER	0.00	1,250.00	1,250.00
CASCIO	ELIZABETH	DALE AVENUE	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CASILLA	YSABEL	GREAT FALLS	PEA	10	TEACHER	500.00		500.00
CHAKRANARAYAN	PRASANNA	SCH# 5	PEA	10	TEACHER	500.00		500.00
CHARLES	KELLYANN	SCH # 21	PEA	10	TEACHER	500.00		500.00
CHAVIS-FERRER	LAUREN	SCH # 2	PEA	10	TEACHER	500.00		500.00
CHERNAVSKY	NATALIYA	SCH # 27	PEA	10	TEACHER	500.00		500.00
CHOWDHURY	YASMIN	DBTA	PEA	10	TEACHER	500.00		500.00
CINTRON	ANIBAL	SCH # 8	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CIOCCO	JENNIFER	SCH # 9	PEA	10	TEACHER		1,250.00	1,250.00
CIUPPA	LAUREN	SCH # 27	PEA	10	TEACHER	500.00		500.00
CIVI	NAFIZE	NSW	PEA	10	IA	500.00	600.00	1,100.00
CLEMENTS	MICHELLE	HARP	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CLIFFORD	CHARNELL	EWK	PEA	10	PA	500.00		500.00
COBB	LINDA	ADULT SCH	PEA	12	TEACHER		1,250.00	1,250.00
COLE	TONIA	SCH # 1	PEA	10	TEACHER		1,250.00	1,250.00
COLLINS	RAQUEL	SCH# 5	PEA	10	TEACHER	500.00		500.00
COLLINS	SHARON	SCH # 3	PEA	10	TEACHER	500.00		500.00
COLON	TAIRIS	NURSING	PEA	12	SECRETARY	500.00		500.00
CONSTABLE	NANCY	SCH # 28	PEA	10	TEACHER	500.00	1,250.00	1,750.00
COONEY	CINDY	ADULT SCH	PEA	10	TEACHER	500.00	1,250.00	1,750.00
COOPER	GEORGE	HANI	PEA	10	TEACHER	500.00		500.00
COPE	SHAMIKA	GARRETT MORGAN	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CORNISH	LEE	SCH # 6 - SFLS	PEA	10	TEACHER	500.00		500.00
CORREA	JOSE	SCH # 3	PPA	12	PRINICPAL	500.00		500.00
CORREA	NANCY	SCH # 16	PAA	12	PRINCIPAL	500.00		500.00
COSBY	RONA	SCH # 2	PEA	12	SECRETARY	500.00	600.00	1,100.00
COTTO	FLORITA	SCH # 24	PPA	12	PRINCIPAL	500.00		500.00
CRAWFORD	CONSTANCE	SCH # 24	PEA	10	TEACHER	500.00		500.00
CRAWFORD	HEATHER	SCH # 2	PEA	10	TEACHER	500.00	1,250.00	1,750.00
CRESPO	GLADYS	EWK	PEA	10	IA	500.00		500.00
CRESPO	PEDRO	DALE AVENUE	PEA	12	SECURITY	500.00		500.00
CRUZ	MARTHA	SCH # 8	PEA	10	TEACHER	500.00		500.00
CRUZ	TANYA	SCH # 24	PEA	10	TEACHER	500.00		500.00
CUSACK	AMANDA	DALE AVENUE	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DALY	MARJORIE	RC	PEA	10	TEACHER	500.00	1,250.00	1,750.00

DAVIS	DONALD	JFK	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DAVIS	KELVIN	SILK CITY	PEA	10	TEACHER	500.00		500.00
DE JESUS	LUCY	SCH# 5	PEA	12	SECRETARY	500.00		500.00
DEEB	MOHAMMAD	SCH # 9	PEA	10	IA	500.00	600.00	1,100.00
DEFREESE	AYANNA	EHS	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DEL CONTE	ANDREW	GARRETT MORGAN	PEA	10	TEACHER	500.00		500.00
DEL ORBE	WILLY	SCH# 5	PEA	10	TEACHER	500.00		500.00
DEL ROSSO	IRENE	653	PAA	12	SUPERVISOR	500.00		500.00
DELEON	EFRAIN	CENTRAL OFFICE	PCMA	12	CUSTODIAN	250.00	3,029.80	3,279.80
DELVALLE-ENCISO	LOURDES	SCH # 21	PEA	10	IA	500.00	600.00	1,100.00
DEMARCO	DANIELLA	JFK - SET	PEA	10	TEACHER	500.00		500.00
DEROSE	ALEXA	SCH# 15 (NEWCOMERS)	PEA	10	TEACHER	500.00		500.00
DESIMONE	KRISTEN	EHS - GOPA	PEA	10	TEACHER	500.00		500.00
DETTORRE	FRANCO	GARRETT MORGAN	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DEVY	NATALIE	ULA	PEA	10	TEACHER	500.00		500.00
DIAS	MELAIKA	ULA	PEA	10	TEACHER		1,250.00	1,250.00
DICKSON	BREEANA	PANTHER	PEA	10	TEACHER	500.00		500.00
DILAURI	STEFANIE	SCH # 1	PEA	10	TEACHER	500.00		500.00
DIMARCO	DANIELLE	JFK - SET	PEA	10	TEACHER	500.00		500.00
DIPALMA	LAUREN	SCH # 24	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DIPRIMA	DEBRA	SCH # 2	PEA	10	TEACHER	500.00	0.00	500.00
DOKUR	NESIME	DENTAL CLINIC	PEA	12	DENTAL ASSISTANT	500.00		500.00
DOMBROSKI	CHRISTOPHER	SCH # 2	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DOMINGUEZ	LEONOR	DALE AVENUE	PEA	10	TEACHER	500.00		500.00
DOUD	KATHRYN	SCH # 9	PEA	10	TEACHER	500.00		500.00
DOUGE	DOROTHY	EHS - SOIT	PPA	12	PRINCIPAL	500.00		500.00
DOWNS	CHRISTOPHER	SCH # 16	PEA	10	TEACHER	500.00		500.00
DRANSFIELD	FRANCES	DALE AVENUE	PAA	10	VP	500.00		500.00
DUCOS	SARA	DALE AVENUE	PEA	10	IA	500.00		500.00
DUNCAN	SONIA	NSW	PEA	10	IA	500.00		500.00
DURAN	DIANE	SCH # 9	PEA	10	TEACHER	500.00	1,250.00	1,750.00
DURHAM	WILBERT	JFK	PAA	12	SUPERVISOR	500.00		500.00
DWORKIS	IVRIELLE	SCH # 9	PEA	10	TEACHER	500.00		500.00
EASTON	CAMILLE	SCH # 16	PEA	12	SECRETARY	500.00		500.00

EDWARDS	ASHA	SCH # 6 - SFLS	PEA	10	TEACHER	500.00		500.00
EIKEN	SUSANE	SCH # 24	PEA	10	TEACHER	500.00		500.00
ELABED- TOLOSA	SARA	SCH # 9	PEA	10	TEACHER		1,250.00	1,250.00
ESCOBAR	ERICA	DALE AVENUE	PEA	10	IA	500.00		500.00
ESCORCIA	SABEIDA	JFK-BTMF	PEA	10	TEACHER	500.00		500.00
ESTIME	CARLO	JFK - STEM	PEA	10	TEACHER	500.00	1,250.00	1,750.00
EVERING	DEWITT	JFK - ACT	PPA	12	PRINCIPAL	1,000.00		1,000.00
FABIAN	YANELIS	DALE AVENUE	PEA	10	IA	500.00		500.00
FALU	XIOMARA	SCH # 19	PEA	12	SECRETARY	500.00	600.00	1,100.00
FANTOZZI	CATHRYN	SCH # 9	PEA	10	TEACHER	500.00		500.00
Faradin	Amirah	School 16	PEA	10	Teacher		1250	1,250.00
FARIAS	KATIA	SCH # 21	PEA	10	IA	500.00		500.00
FERLANTI	MARK	JFK - STEM	PEA	10	TEACHER	500.00		500.00
FERRER	CHARLES SR.	PEA OFFICE	PEA	10	TEACHER	500.00		500.00
FERRERI	VILMA	SCH # 25	PEA	10	TEACHER	500.00	1,250.00	1,750.00
FIELD	AMOD	SCH # 25	PPA	12	VP	500.00		500.00
FIERRO	MARY	650	PEA	10	TEACHER	500.00	1,250.00	1,750.00
FISCHER	MATTHEW	SCH # 8	PEA	10	TEACHER	500.00	1,250.00	1,750.00
FLETCHER	STEFANI	JFK - SET	PEA	10	PA	500.00		500.00
FLORES	PEDRO	SCH # 9	PEA	10	PA	500.00		500.00
FONSECO	MARIA	JFK - SET	PEA	10	TEACHER	500.00		500.00
FONTANELLA	PAUL	ADULT SCH	PEA	10	TEACHER	500.00	1,250.00	1,750.00
FONTIN	NADIA	SCH # 27	PEA	10	IA	500.00		500.00
FRIEDMAN	MELISSA	SCH # 9	PEA	10	TEACHER	500.00	1,250.00	1,750.00
GALIANO	EDWIN	SCH # 9	PCMA	12	CUSTODIAN	250.00	2,663.12	2,913.12
GALLINA	DIANNE	GREAT FALLS	PEA	10	TEACHER	500.00		500.00
GAMARRA	SANTIAGO	SCH# 15 (NEWCO MERS)	PEA	10	TEACHER	500.00	1,250.00	1,750.00
GATTI-KORSAK	TRISTA	SCH # 27	PEA	10	TEACHER	500.00		500.00
GEE	QUASHENDA	EHS	PEA	10	SECURITY GUARD	500.00		500.00
GENAO	ALBA	SCH # 9	PEA	10	PA	500.00		500.00
GENOVESE	DONNA	SCH # 28	PEA	10	TEACHER	500.00	1,250.00	1,750.00
GERDING	SUSAN	SCH # 21	PEA	10	TEACHER	500.00		500.00
GETHINS	MARIA	SCH # 8	PEA	10	TEACHER	500.00		500.00
GIBBS	NICOLE	SCH # 20	PAA	12	INTERIM PRINCIPAL	500.00		500.00
GIGLIO	GRACE	NSW	PPA	12	PRINCIPAL	500.00		500.00

GILLIGAN	MEGHAN	GARRETT MORGAN	PEA	10	TEACHER	500.00	1,250.00	1,750.00
GILLISPIE	ANDREA	SCH # 21	PEA	10	TEACHER	500.00		500.00
GLOVER	TAYRON	SCH # 25	PEA	10	TEACHER		1,250.00	1,250.00
GOLDBERG	ALAN	SCH # 8	PEA	10	TEACHER	500.00	0.00	500.00
GONZALES	CRISTETA	SCH # 24	PEA	10	TEACHER	500.00	0.00	500.00
GONZALES	HENRY	SCH # 19	PCMA	12	CUSTODIAN	250.00	2,496.87	2,746.87
GONZALEZ	FELICIA	NSW	PEA	12	SECRETARY	500.00		500.00
GONZALEZ	GRISELL	EARLY CHILDHOOD	PEA	10	TEACHER	0.00	1,250.00	1,250.00
GONZALEZ	YVONNE	DALE AVENUE	PEA	10	IA	500.00		500.00
GORDON	MICHAEL	GARRETT MORGAN	PEA	10	TEACHER	500.00	1,250.00	1,750.00
GORGA	RAYNA	SCH# 18	PEA	10	TEACHER	500.00		500.00
GORSKY	CHRISTOPHER	SCH # 25	PEA	10	TEACHER	500.00		500.00
GORTICH	KARI	EWK	PEA	10	TEACHER	500.00		500.00
GOULD	WALLACE	EHS - CAHTS	PEA	10	TEACHER	500.00		500.00
GOULD	YELENA	EHS - CAHTS	PEA	10	TEACHER	500.00		500.00
GRECO	ROSE	SCH # 19	PEA	10	TEACHER	500.00		500.00
GRIFFITHS	MERVIN	YMLA	PEA	10	TEACHER	500.00		500.00
GRILES	JUAN	GREAT FALLS	PEA	10	TEACHER	500.00		500.00
GUZMAN	CARLOS	JFK-BTMF	PEA	10	IA	500.00		500.00
HAMMAD	HATHIL	HANI	PEA	10	IA	500.00		500.00
HAMMAD	TAGHREED	HANI	PEA	10	TEACHER	500.00		500.00
HAMMAN	INEAM	SCH # 25	PEA	10	TEACHER	500.00	1,250.00	1,750.00
HANANIA	LOUISE	RC	PEA	10	TEACHER	500.00		500.00
HANCOCK	ISABELLA	EWK	PEA	10	TEACHER	500.00		500.00
HANNA	DENISE	JFK - ACT	PEA	10	TEACHER	500.00		500.00
HANSEN	ALEXANDER	SCH # 2	PEA	10	TEACHER	500.00	1,000.00	1,500.00
HARDEN-BROWN	PETULA	SCH # 26	PAA	12	VP	500.00		500.00
HARDY	BLENDIA	SCH # 6 - SFLS	PEA	10	IA	500.00	300.00	800.00
HARILAOU	NIKOLAOS	JFK - STEM	PEA	10	TEACHER	500.00		500.00
HARTUNG	DENISE	SCH# 15 (NEWCO MERS)	PEA	10	TEACHER	500.00		500.00
HARTY	ROSE ANN	JFK - ACT	PEA	10	TEACHER	500.00		500.00
HASSAN	BIBI	GARRETT MORGAN	PEA	10	TEACHER	500.00		500.00
HASSEN	NAHED	SCH # 16	PEA	10	TEACHER	500.00	1,250.00	1,750.00
HERNANDEZ	EDWIN	JFK-BTMF	PEA	10	TEACHER		1,250.00	1,250.00

HERRERA	ARASEH	DALE AVENUE	PEA	10	TEACHER	500.00		500.00
HERRERA	MERCEDES	SCH# 18	PEA	10	TEACHER	500.00		500.00
HILL	DEBORAH	SCH # 27	PEA	10	IA	500.00	600.00	1,100.00
HOFF	DERRICK	EWK	PPA	12	PRINCIPAL	500.00		500.00
HOLDER	CHARLA	PANTHER	PPA	12	PRINCIPAL	500.00		500.00
HOLMES	NICKEYA	SCH # 6 - SFLS	PEA	10	TEACHER		1,125.00	1,125.00
HUMPHREY	RONLAD	GARRETT MORGAN	COSA	12	SECURITY	500.00		500.00
HUSSEIN	DAOUD	GREAT FALLS	PEA	10	TEACHER	500.00	1,250.00	1,750.00
IACOBELLI	ANNA	DALE AVENUE	PEA	12	SECRETARY	500.00		500.00
IANNELLI	DONNA	GARRETT MORGAN	PEA	10	TEACHER	500.00		500.00
IBRAHIM	DALIA	HANI	PEA	10	TEACHER	500.00		500.00
INGRAM	SHONTAIN	GREAT FALLS	PEA	12	SECURITY	500.00		500.00
JACH	PAUL	SCH # 19	PEA	10	TEACHER	500.00	1,250.00	1,750.00
JACKSON	NICOLE	JFK - STEM	PEA	10	TEACHER	500.00	1,250.00	1,750.00
JACKSON	RONALD	JFK - ACT	PEA	10	TEACHER	0.00	1,250.00	1,250.00
JAIKISSOON	MELISSA	ELC	PEA	10	TEACHER	500.00		500.00
JALOUDI	SHEREEN	SCH# 5	PEA	10	TEACHER	500.00		500.00
JAMES	DEBORAH	JFK - SET	PEA	10	IA	500.00		500.00
JOHNSON	KAREEM	SCH # 6 - SFLS	PEA	10	TEACHER	500.00		500.00
JONES	TRISTAN	SCH # 2	PEA	10	TEACHER	500.00	1,250.00	1,750.00
JONES	VALERIE	JFK-BTMF	PEA	12	SECRETARY	500.00	300.00	800.00
JOVEN	GERARD	SCH# 14	PEA	10	TEACHER	500.00	1,250.00	1,750.00
JUSTINIANO	NATALIA	ELC	PEA	10	IA	500.00		500.00
KAJAJIAN	MAGUIE	765	PEA	12	PARENT COORDINATOR	500.00		500.00
KALSI	KAWALJIT	SCH# 5	PEA	10	TEACHER	500.00	1,250.00	1,750.00
KAPLAN	SIGAL	SCH # 25	PEA	10	TEACHER	500.00		500.00
KASSTEEN	TRACY	RC	PEA	10	TEACHER	500.00		500.00
KATAT	ZIZY	JFK - ACT	PEA	10	TEACHER	500.00	1,250.00	1,750.00
KELLEY	ARLETHIA	SCH # 21	PEA	10	IA	500.00		500.00
KENNEDY	JASMINE	EHS	PEA	10	TEACHER	500.00	1,250.00	1,750.00
KHALIL	OMAR	INTER'L HS	PEA	10	TEACHER	500.00		500.00
KINCHERLON-WARREN	LAKISHA	CENTRAL OFFICE	PPA	12	SUPERVISOR	500.00		500.00
KING	STEVEN	GARRETT MORGAN	PEA	10	TEACHER		1,250.00	1,250.00
KLEINENDORST	PERLA	SCH # 9	PEA	10	TEACHER	500.00		500.00

KLINE	WESTLEY	SCH # 2	PEA	10	TEACHER	500.00	1,250.00	1,750.00
KOCHANIEC	KIMBERLY	SCH# 15 (NEWCO MERS)	PEA	10	TEACHER	500.00		500.00
KORSAK	JOAN	SCH # 27	PEA	10	TEACHER	500.00		500.00
KUSTIN	JANE	DALE AVENUE	PEA	10	TEACHER	500.00		500.00
LA GALA	RENEE	PANTHER	PEA	10	TEACHER	500.00		500.00
LADSON	REGINA	SCH # 28	PEA	10	TEACHER		1,250.00	1,250.00
LAGALA	TINA	NRC	PEA	10	TEACHER	500.00		500.00
LAMI	GUGLIELMO	SCH # 8	PEA	10	TEACHER	500.00	0.00	500.00
LANDOWSKI	MARY	EHS - INFO	PEA	10	TEACHER	500.00		500.00
LARKIN	ANGELA	NSW	PEA	10	TEACHER	500.00		500.00
LAWRENCE	TRUDI	DALE AVENUE	PEA	10	TEACHER	500.00		500.00
LEE	DARLENE	SCH # 27	PEA	10	TEACHER	500.00		500.00
LEE	LINETTE	SCH # 28	PEA	10	TEACHER	500.00	1,250.00	1,750.00
LEE-HALL	INGRID	SCH# 12	PEA	10	TEACHER	500.00	1,250.00	1,750.00
LEO	JESSICA	SCH # 9	PPA	12	VP	500.00		500.00
LESTER	SIMON	NSW	PEA	10	TEACHER	500.00		500.00
LEWIS	RONALD	SCH # 28	PEA	12	SECURITY GUARD	500.00		500.00
LIGHTY	CYNTHIA	SCH # 25	PEA	10	TEACHER	500.00		500.00
LIMA	ARELY	SCH # 9	PEA	10	TEACHER	500.00		500.00
LIPPMAN	DEJANEE	SCH # 8	PEA	10	TEACHER	500.00		500.00
LISKAY	KIMBERLY	650	PEA	10	TEACHER	500.00		500.00
LITTLE	SUSAN	EHS - GOPA	PEA	10	TEACHER	500.00		500.00
LLINAS	JOANNA	SCH # 9	PEA	10	TEACHER	500.00		500.00
LOPEZ	ANNY	SCH # 28	PEA	10	IA	500.00		500.00
LOPEZ	HORTENCIA	GREAT FALLS	PEA	10	TEACHER	500.00		500.00
LOPEZ	JULIO	SCH # 14	PCMA	12	CUSTODIAN	0.00	2,528.12	2,528.12
LUNA	YISSEL	SCH # 9	PEA	10	IA	500.00		500.00
LYDNER	KAARA	JFK - BTMF	PEA	10	TEACHER		1,250.00	1,250.00
Maas	Cheryl	PS 1 & 19	PEA	10	Teacher	500	1250	1,750.00
Makanay	Mohammed	JFK	CMA	12	Custodian	500	2600	3,100.00
Manlapid	Enrique	School # 28	PEA	10	Teacher	500	1250	1,750.00
Martinez	Olga	School 16	PEA	10	Teacher	500		500.00
Martinez	Tana	JFK	PEA	12	Secretary	500		500.00
Matari	Mazuza	Norman S. Weir	PEA	10	Teacher	500		500.00
Matari	Mazuza	Norman S Weir	PEA	10	Teacher	500		500.00

Mathews	Ann H	Norman S. Weir	PEA	10	Teacher	500		500.00
Matthews	Patricia	PS 14	PEA	10	Teacher	500		500.00
Mc Combs-Re'Voal	Sharon	East Side HS operations	PEA	12	Sec	500		500.00
Mc Eachern	Kim	Garrett Morgan Acad	PEA	10	Teacher	500	1250	1,750.00
Mc Gimley	Michael	Garrett Morgan Acad	PPA	12	Principal	500		500.00
McBride	Tiffany J	PS 18	PAA	10	Vice Prin	500		500.00
McKay	Monique	JFK	PEA	12	Sec	500		500.00
McKiernan	Vicki	Alexander Hamilton	PEA	10	Teacher	500	1250	1,750.00
Mears-Greer	Monifa	School No. 26	PEA	10	Teacher	500	1250	1,750.00
Medley	Marc	YMLA	PEA	12	Principal	500		500.00
Medley	Kevin	School # 25	PEA	10	Teacher		1250	1,250.00
Menchon	Norma	Scool No 2	PEA	10	Teacher	500	1250	1,750.00
Meyer	Megan	School No. 26	PEA	10	Teacher	500		500.00
Micale	Margaret F	School NO. 5	PEA	10	Teacher	500		500.00
Mikhailovsay	Tatiana	Harp Academy	PEA	10	Teacher	500		500.00
Mills	Greta	School No. 26	PEA	10	Teacher	500	1250	1,750.00
Minadeo	Gretchen	CJR 9	PEA	10	Teacher	500		500.00
Mitchell	Alba	School No. 18	PEA	10	Secretary	500		500.00
Molina	Sarai	Internation al	PEA	10	Teacher	500		500.00
Molina Benites	Miriam	School # 25	PEA	10	Teacher	500		500.00
Monasterio-Morles	Helen	School # 25	PEA	10	Inst Assist	500	600	1,100.00
Monteagudo	Sandra	Dale Avenue	PEA	10	Teacher	500	1250	1,750.00
Moore	Sean	East Side	PEA	12	Security	500		500.00
Moore	Melissa	School No. 15	PEA	10	Sec Gurad	500		500.00
Moran	Florencio	Roberto Clemente	PEA	10	Teacher	500		500.00
Moran	Lisbeth	School 21	PEA	10	Inst Assist	500	600	1,100.00
Morel	Ana M	School 10	PEA	10	Teacher	500		500.00
Moro	Barbara	CJR 9	PEA	10	Teacher	500	1250	1,750.00
Moses	Billy	School No. 2	PCMA	12	Chief Custodian		2634	2,634.00

Muhammad	Rafiah	School No. 20	PEA	10	Int Aide	500		500.00
Munem	Aziza	ACT/Kennedy HS	PEA	10	Teacher	500		500.00
Murphy	Laurene	School No. 28	PEA	10	Teacher	500	1250	1,750.00
Musa	Nurcan	School No. 19	PEA	10	Teacher	500	1250	1,750.00
Muscato	Anthony	NRC/DBT A	Pea	10	Teacher	500		500.00
Mustafa	Sharihan	School NO. 9	PEA	10	Teacher	500		500.00
Mustafa	Ayman	Dr Hani Awadallah	PEA	10	Teacher	500	1250	1,750.00
Nadeau	Sandra	School No. 25	PEA	10	Teacher	500		500.00
Naitbarka	Abderrahman	School No. 25	PEA	10	Inst Assit	500		500.00
Nales	Luisa	School No. 24	PEA	10	inst Aide	500		500.00
Naranjo	Gladys	School No. 24	PEA	10	Teacher	500		500.00
Navedo	Sandra	School No 29	PEA	10	Inst Assis	500		500.00
Nelson-Piccott	Latoya	School No. 26	PEA	10	Teacher	500	1250	1,750.00
Nicholas - Galvany	Penny	School No. 2	PEA	10	Teacer	500		500.00
Nicholson	KeraAnn S	School No. 26	PEA	10	Teacher	500		500.00
Nieves	Kathia	Alexander Hamilton	PEA	10	Teacher	500		500.00
Nix	Nicole	DBTA	PEA	10	Teacher	500		500.00
Nizama-Borges	Yris	Dale Avenue	PEA	10	Inst Asst	500		500.00
Norman	Jacquelyn	Norman S. Weir	PEA	10	Teacher	500	1250	1,750.00
Norris	Jenine	Alexander Hamilton	PEA	10	Inst Asst	500		500.00
Norton	Jordan	Norman S. Weir	PEA	10	Teacher	500		500.00
Obeidallah	Nisreen	CJR # 9	PEA	10	Teacher	500		500.00
Obeidallah	Suha	CJR # 9	PEA	10	Teacher	500	1250	1,750.00
Olcsvary	Daniel	Edward Kilpatrick	PEA	10	Teacher	500	1250	1,750.00
Olivera	Cecilia	Roberto Clemente	PEA	10	Teacher	500	1250	1,750.00
Orellana	Ricardo	School 10	PEA	10	Inst Asst	500	600	1,100.00
Ortiz	Magdeline	School No. 24	PEA	10	Teacher	500		500.00
Ortiz-Ramirez	Jose	Dr Hani Awadallah	PEA	10	Teacher	500	600	1,100.00
Osorio	Maria	Dale Ave	PEA	10	Inst Asst	500		500.00

Ospina	Martha	School No. 28	PEA	10	Teacher	500		500.00
Oulkouch	Yassine	Dale Ave	PEA	10	Inst Asst	500		500.00
Oulkovch	Yassina	Dale Ave	PEA	10	Inst Asst	500		500.00
Owens	Annette	EHS - CATTs	PEA	10	Secretary	500		500.00
Palacio	Luis F	Newcommers	PEA	10	Teacher	500	1250	1,750.00
Palacio	Luis	HARP	PEA	10	Teacher	500		500.00
Patterson	Romal	JFK SET	PEA	10	Teacer	500	1250	1,750.00
Patterson	Tommie	JFK	PEA	10	Teacher	500	1250	1,750.00
Patterson	Kimeka	HARP	PEA	10	Teacher	500		500.00
Pearce	Nancy	Dale Ave	PEA	10	Teacher	500		500.00
Pearson	Tracy J	School No. 7	PEA	10	Teacher		1250	1,250.00
Pearson	Nashonda	School No. 10	PEA	10	Teacher	500		500.00
Pellosie	Anna	School NO. 24	PEA	10	Teacher	500		500.00
Pellosie	Anna	School No. 24	PEA	10	Teacher	500		500.00
Pelosi	Denise	School No. 5	PEA	10	Tea		1250	1,250.00
Pena	Dannay	Early Learning Center	PEA	10	Ins Aide	500	510	1,010.00
Penkalski	Krista	EWK	PEA	10	Teacher	500		500.00
Peralta	Lily	Roberto Clemente	PEA	10	Teacher		1250	1,250.00
PereZ	Digna	IHS	PEA	10	Teacher	500	1250	1,750.00
Perez	Digna	JFK	PEA	10	teacher	500		500.00
Petrella	David	East Side SOIT	PEA	10	Teacher	1000		1,000.00
Phinn	Andy	CJR # 9	PEA	10	Teacher	500	1250	1,750.00
Piedrabuena-Ortiz	Sylvia	School 10	PEA	12	Secretary	500		500.00
Pina	Kelly	School 10	PEA	10	Teacer	500		500.00
Pinkley	Gloria	School No. 18	PEA	10	Teacher	500		500.00
Pirard	Alexandra	School No. 20	PEA	10	Teacher	500	1250	1,750.00
Polzer	Lisa	School No. 5	PEA	10	Teacher	500		500.00
Ponte	Megan	School No. 15	PEA	10	Teacher	500		500.00
Porcelli	Michelle	School # 25	PEA	10	Teacher	500		500.00
Powell	Julie	School No. 20	PEA	10	Teacher	500		500.00
Pustilnik	Michael	Internation al HS	PEA	10	Teacher	500	0	500.00

Quifiones	Andriana	School No.24	PEA	10	Teacher	500		500.00
Radoian	Michael	Roberto Clemente	PEA	10	Teacher	500		500.00
Rahme	Marilyn	School 21	PEA	10	Teacher	500	1250	1,750.00
Ramirez	Ernesto	Kennedy High School	PEA	12	Security		600	600.00
Ramirez-Veras	Steffani	Don Bosco	PEA	10	Per. Aide	500		500.00
Rayot	Douglas	International HS	PEA	10	Teacher	500	1250	1,750.00
Reaves	John	School No. 25	Pea	12	Sec Guard500	500	600	1,100.00
Reed	Janet	Alexander Hamilton	PEA	10	Inst Asst	500	600	1,100.00
Renn	Michael	School No. 5	PEA	10	Teacher	500	1250	1,750.00
Reyes	Connie	School No. 27	PEA	10	Inst Asst	500		500.00
Reyes	Aida	School No. 25	PEA	10	Inst Asst	500		500.00
Ridgell	Alisa	Dale Ave	PEA	10	Teacher	500		500.00
Ridgell	Alisa	Dale Ave	PEA	10	Teacher	500		500.00
Ritter	Judy	School No. 20	PEA	10	Teacher	500		500.00
Rivera	Digna	School No. 16	PEA	10	Inst Asst	500		500.00
Rivera	Jeannette	AHA	PEA	10	Lead Mon	500		500.00
Rivera-Lugo	Tamara	School No. 2	PEA	12	Secretary	500		500.00
Rizack	Shirell	Garrett Morgan Acad.	PEA	12	Secretary	500	600	1,100.00
Robinson	Tamara	School No. 27	PEA	10	Teacher	500		500.00
Robles	Giselle	School No. 15	PEA	10	Inst Asst	500	600	1,100.00
Robles	Yulisa	School No. 15	PEA	10	Teacher	500	1250	1,750.00
Rodjas	Ingrid	JFK	PEA	10	Teacher	500		500.00
Rodriguez	Miguel	JFK SET	PEA	10	Inst Asst	500	600	1,100.00
Rodriguez	Joseph	JFK SET	PEA	12	Sec. Guar	500	600	1,100.00
Rojas	Namy	School No. 29	PEA	10	Nurse	500		500.00
Rollins	Rhonda	School No. 28	PEA	12	Sec	500	600	1,100.00
Roman	Kimberly	School NO. 5	PEA	10	Teacher	500		500.00
Roman	Maribel	School No. 14	PEA	12	Secretary	500		500.00
Romero Garcia	Miguel	School	PEA	10	Teacher	500		500.00

		No. 15						
Rooney	Gail	BTMF/JFk	PEA	12	Secretary	500	600	1,100.00
Rosa	Sandra	School No. 29	PEA	10	Inst Asst	500	1250	1,750.00
Rose	Laurie	School No 9	PEA	10	Teacher	500	1250	1,750.00
Rose	Emily	Int' H S	PEA	10	Teacher	500		500.00
Roshid	Hind	Dale Ave	PEA	10	Inst Asst	500		500.00
Rothstein	Sherri	School No. 10	PEA	10	Teacher	0	1250	1,250.00
Rubina	Miguel	School No. 16	PEA	10	Inst Asst	500	600	1,100.00
Rugel	Maryann	School No. 1	PEA	10	Teacher	500	1250	1,750.00
Ruiz	Elisa	School No. 24	PEA	12	Secretary	500	600	1,100.00
Rutherford	Kimino	BTMF/JFk	PEA	10	Teacher	500	1250	1,750.00
Saadallah	Hicham	Dale Ave	PEA	10	inst Asst	500	600	1,100.00
Sacco	Jessica	School. NO. 29	PEA	10	Teacher	500	1250	1,750.00
Sanabria	Susan	CAHTS	PEA	10	Teacher	500	1250	1,750.00
Sanchez	Cayetana	School No. 15	PEA	10	Teacher	500	1250	1,750.00
Sanchez	Cynthia	Garrett Morgan Acad.	PEA	10	Teacher	500		500.00
Sanchez-Kline	Yomara	Edward Kilpatrick	PEA	10	Secretary	500	0	500.00
Santaniello	Michelle	School No. 24	PEA	10	Teacher	500	1250	1,750.00
Santano	Migdalia	International H. S	PEA	10	inst Asst	500		500.00
Santo	Crystal	School No. 5	PEA	10	Teacher	500		500.00
Santora	Scott D.	Garrett Morgan Acad.	PEA	10	Teacher	500	1250	1,750.00
Saparito	Jennifer	School No. 20	PEA	10	Teacher	500	1250	1,750.00
Sarker	Tanmi	School No. 27	PEA	10	inst Asst	500		500.00
Satchwell	Metesha	School No. 20	PEA	10	Pers Aide	0	1250	1,250.00
Scarborough	Tara	Edward Kilpatrick	PEA	10	Teacher	500	1250	1,750.00
Schimpf	Kathleen	Alexander Hamilton	PEA	10	Teacher	500	1250	1,750.00
Sciandra	Lois	School No. 16	PEA	10	Inst Asst	500		500.00
Scorsune	Kaitlin	Dale Ave	PEA	10	Teacher	500	875	1,375.00
Semeniuk	Nicholas	JFK	PEA	10	Teacher	500		500.00

Sen	Tulika	School 27	PEA	10	inst Asst	500		500.00
Serrano	Arraceli	Panther	PEA	10	Teacher	500		500.00
Shawa	Dalal	School No. 19	PEA	10	inst Asst	500	600	1,100.00
Shayland- William	Moishe	School # 28	PEA	10	Teacher	500		500.00
Shedlock	Kristen	School No 29	PEA	10	Teacher	500		500.00
Sherman	Kara	JFK	PEA	10	Teacher	500	1250	1,750.00
Siddiqui	Khurshid	HIS	PEA	10	Teacher	500	1250	1,750.00
Silva	Ani	JFK	PEA	10	Teacher	500		500.00
Silva	Robert	East Side	PCO	12	Principal	500		500.00
Simeus	Marie	HIS	PEA	10	Teacher	500	1250	1,750.00
Simone	Dyann	School No. 29	PEA	10	Teacher	500		500.00
Sloan	Tammy	School 21	PEA	10	Teacher	500	562.5	1,062.50
Smith	Nikki	School NO. 13	PEA	12	Sec	500		500.00
Smith	Peatrice	School NO. 2	PEA	10	Inst Assis	500	600	1,100.00
Smith	Richina	School 25	PEA	10	Teacher	500	1250	1,750.00
Smith	Jacqueline	JFK BTMF	PEA	10	Teacher	500	1250	1,750.00
Somma	Christina	School No. 29	PEA	10	Teacher	500		500.00
Sosa	Miguel	EHS	PEA	12	Principal	500		500.00
Spence	Damali	School No. 10	PEA	10	Teacher	500		500.00
Spencer	Jebarr	School No 5	PEA	10	Inst Aide	500		500.00
Spinelli	Joy	Dr Hani Awadallah	PEA	10	Teacher	500		500.00
Standard	Deborah	School 27	PEA	10	Inst Asst	500	600	1,100.00
Statuto	Bonnie	Norman S. Weir	PEA	10	Nurse	500		500.00
Stepien	Conrad	School No. 15	PEA	10	Teacher	500		500.00
Super III	John	CAHTS East Side	PEA	12	V Princip	500		500.00
Suro	David	90 Delaware	PEA	10	Teacher	500		500.00
Sweetman	Michele	90 Delaware	PEA	10	Teacher	500		500.00
Taft	Kenyetta	School No. 20	PEA	12	Security	500		500.00
Tambini	Anibal	Facilities	CMA	12	Main. Wk	250	2734	2,984.00
Tapia	Bienvenida	School No 2	PEA	10	Inst Asst	500		500.00
Tapia	Andea	Early Learning Center	PEA	10	Inst Asst	500		500.00

Tatis	Jhilda C	School NO 15	PEA	10	Teacher	500		500.00
Taylor	Christopher	School NO. 24	PEA	10	Teacher	500	1250	1,750.00
Taylor	Erin	School No 25	PEA	10	Teacher		1250	1,250.00
Taylor	Tatiana M	Hani Awadllah	PEA	10	Teacher	1000		1,000.00
Taylor-Kamara	Akmed	School No. 25	PEA	10	Teacher	500	1250	1,750.00
Tetteh	Ebenezer	International	PEA	10	Teacher	500		500.00
Thomas	Joseph	Eastside High School	PEA	12	Security	500		500.00
Thompson	Nicolette	SET JFK	PPA	12	Principal	500		500.00
Thompson	Rhonda	School No 26	PEA	10	Teacher	500	1250	1,750.00
Thompson	Colleen	School No. 29	PEA	10	Inst Asst	500		500.00
Todaro	Grauola	School No 24	PEA	12	Security	500		500.00
Todhe	Meri	HARP	PEA	10	Teacher	500		500.00
Tomasini	Rose	School No 3	PEA	12	Secretary	500		500.00
Tookmanian	Patricia	Norman S. Weir	PEA	10	Teacher	500		500.00
Toor	Sumaira	School No 9	PEA	10	Teacher	500	1250	1,750.00
Topalli	Rozeta	School NO 24	PEa	10	Teacher	500		500.00
Torricollo	Ann Marie	Dale Ave	PEA	10	Secretary	500		500.00
Torres	Ronald	Eastside High School	PEA	10	Teacher	500		500.00
Torres	Quana	School No. 12	PEA	10	Teacher	500		500.00
Town	William	International HS	PEA	10	Teacher	500		500.00
Tronci	Veva	School 15	PEA	10	Teacher	500		500.00
Twitty	Crystal	School #10	PEA	10	Teacher	500		500.00
Vanderpool	Jadira	School No 9	PEA	12	Secretary	500	600	1,100.00
Vargas	Carlos	Custodian	PEA	12	Custodian	500	2598.54	3,098.54
Vargas	Yasmine	Norman S Weir	PEA	10	Teacher	500		500.00
Vasquez	Monica	School No 29	PEA	10	Inst Assit	500		500.00
Velasquez	Mayra	School 3	PEA	10	Teacher	500		500.00
Veleber	Linda	HARP ACAD	PEA	10	Teacher	500		500.00

Velez	Miriam	Dale Avenue	PEA	10	Inst Assit	500		500.00
Vicioso	Jacqueline J	Central Office	PEA	10	Social Wk	500	1250	1,750.00
Volino	Danielle	JFK	PEA	12	Secretary	500	600	1,100.00
Warrick	Adrienne	Central Office	PEA	10	Teacher	500	1250	1,750.00
Washington	Darryl S	Norman S Weir	PEA	10	Inst Assit	1000		1,000.00
Waweru	Joyce	Panther	PEA	10	Teacher		1250	1,250.00
West	Laura	Norman S Weir	PEA	10	Teacher	500		500.00
White	Kelli A	HARP Academy	PEA	12	Principal	500		500.00
Williams	Shalimar	Resource Center	PEA	12	Parent Co	500		500.00
Williams	Sylvia	School No 2	PEA	10	Teacher	500	1250	1,750.00
Williams	Juanita J	School No. 24	PEA	10	Teacher	500	1250	1,750.00
Wilson	Audrey M	School 10	PEA	10	Teacher	500		500.00
Wilson	Lakeisha	School No. 24	PEA	10	Inst Assit	500	600	1,100.00
Winston	Kadedrea	EWK	PEA	10	Teacher	500	1250	1,750.00
Workman	Tawanna	School NO 2	PEA	10	Teacher	500	1250	1,750.00
Yanson	Edmin	DBTa	Pea	10	Teacher	500	625	1,125.00
Yarborough	Cassandra	Dale Avenue	PEA	10	Teacher	500	1250	1,750.00
Yoplac	Marie	HARP	PEA	10	Teacher	500	1250	1,750.00
Zaki	Asser	School No.9	PEA	10	Security	500	1250	1,750.00
Zarpaylic	Caprese	Alexander Hamiton	PEA	10	TEACHER	500	1250	1,750.00
Zumaran	Guillermo	School 16	PEA	10	TEACHER	500	1250	1,750.00
							TOTAL:	479,721.75

O. SICK/VACATION DAY PAY OUT

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

Process payments for the below list for PEA (10 month) employees who retired effective July 1, 2020. These employees paid a full year of health benefits and are entitled to a one month reimbursement due to the termination of health benefits.

Account# Fund 11 account per attached list Health Benefits Not to Exceed \$1716.77

Account# Fund 15 account per attached list Health Benefits Not to Exceed \$13260.64

TOTAL NOT TO EXCEED \$14,977.41

NAME	REFUND	HB ACCOUNT
ANGEL ALBERTO	896.12	11000219270690
ARNETT-GARY DORIS	383.78	150002912700540000000000
BAGNATURO LISA M	757.02	150002912700090000000000
BENICASO HELEN	670.16	150002912700060000000000
CARDONA REINA M	780.49	150002912700540000000000
FERRANDINO MARIANNE	645.68	150002912700270000000000
GESSLER DEBORAH	124.17	11000217270690
GONZALEZ YVONNE	128.94	150002912700410000000000
HOPE LAURA	780.49	150002912700250000000000
JORDAN NATALIE M	592.58	150002912700640000000000
KALAYJIAN LENA	780.49	150002912703130000000000
KENNEDY GRACE A	152.38	150002912700120000000000
LOCKNER DIANA SUE	398.55	150002912700270000000000
MARTIN CLARENCE	222.72	11000217270690
MC KINNEY JOANN	383.78	150002912703130000000000
MELLENDEZ THERESA J	152.38	11000217270690
MELENDY SANDRA F	120.19	150002912700020000000000
NEAL DEBORAH	105.91	150002912703070000000000
PEREZ ESTHER	508.4	150002912700050000000000
PRATT LUCY	321.38	11000217270690
RASPANTINI VIVIAN	206.6	150002912700140000000000
RICHARDS VIOLET	864.73	150002912700130000000000
RICO CLARA I	780.49	150002912700330000000000
RONDANINI COLEEN	877.78	150002912700270000000000
SHEPPARD DIANE	222.72	150002912700200000000000
SIMMEN CHERYL A	845.43	150002912700680000000000
STATON LINDA A	207.98	150002912700020000000000
WARREN PAULINE	355.27	150002912700020000000000
WASHINGTON ANGELA J	284.63	150002912703130000000000
WONG GUILLERMO E	780.49	150002912700210000000000
ZIZZI NIKKI LEE	645.68	150002912700040000000000

TOTAL: \$ 14,977.41

Q. HEALTH BENEFITS (CONT.)

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

Elizabeth Mandelbaum \$3743.98

Account # Fund 15 account Health Benefits Not to Exceed \$3743.98

R. MISCELLANEOUS

Action is requested to change funding source of **PC# 6709**, the Workplace Learning Coordinator of P-Tech @ PANTHER. Employee Name: **Tisan Dawud**
Current Account Number: 11.000.221.102.650.000
PC# 6790 needs to be changed 100% to acct 11.000.221.110.650.000
Transfer Funds Between Accounts. Not to exceed: \$87,763.00

Last Name	First Name	School/Location	Title	Salary	Reason
Bacote	Ashley	GFA	Personal Aide	no change	student change
Belvin	Vernard	Panther	Personal Aide	no change	student change
Brevard	Louvenia	School # 6	Personal Aide	no change	student change
De La Oz	Susana	School # 2	Personal Aide	no change	student change
Flores	Marlon	.5 at NRC and .5 at Newcomers at NRC	Teacher Bilingual Grade 6-8 SS	no change	split location change
Gonzalez	Andres	School # 2	Personal Aide	no change	student change
Gray	June	Business Services	Assistant Business Administrator	no change	reclassification
Mercado	Ines	Panther	Personal Aide	no change	student change
Paulino	Maximo	SOIT	Personal Aide	no change	student change
Quinones	JEnnifer	School # 2	Personal Aide	no change	student change
Segovia	Marlon	.5 at NRC and .5 at Newcomers at NRC	Teacher Grade 6-8 Science Bilingual	no change	split location change
Smith	Peatrice	School # 2	Personal Aide	no change	student change
Thompson	Cathy	AHA	Personal Aide	no change	student change
Toledo	Frank	School # 10	Personal Aide	no change	student change
Versace	Anna Maria	School # 2	Personal Aide	no change	student change
Walton	Katori	Business Services	Comptroller	no change	reclassification

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

Action is requested to return the 2019-2020 salary increment to **Kristina Garnett** who was on maternity leave using days which counts towards active service as per article 12:5-5 of the PEA contract. Effective Sept 1, 2019.

The salary adjustment is as follows:

FROM: Teacher Single salary Guide Step 14 @ \$69,105 + \$1,100 longevity = \$70,205

TO: Step 15 @ \$74,080 + \$1,100 longevity = \$75,180

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

Y. Grievance Settlements

Resolution No. 4

WHEREAS, Goal Area #1: Teaching & Learning of the Paterson School District's Strategic Plan – A Promising Tomorrow is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning; Dual Enrollment courses serve the purpose of providing instruction that challenges high end learners and meets each student's learning needs; and

WHEREAS, Paterson Public Schools has partnered with Passaic County Community College to provide an educational alternative for approximately 10 juniors to complete their senior year on campus at PCCC while obtaining college credits. All tuition and fees will be paid for by the district; and

WHEREAS, students enrolled in the STEPS Program who excel will receive additional academic stimulation and an early start on their college career, while saving money on the cost of a college education; and

WHEREAS, by creating closer relationships between our high school students and colleges, and stronger partnerships between high school students and college faculty, Dual Enrollment can have positive effects on high school graduation rates and college enrollment rates; and

BE IT THEREFORE RESOLVED, that the Paterson Public Schools Board of Education approves the attached articulation agreement between Passaic County Community College and Paterson Public Schools at a cost to not exceed \$50,000.00.

Resolution No. 5

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for College and Career Readiness Online Platform, RFP-470-21, for the 2020-2021 school year. Ten (10) potential vendors were mailed/emailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which three (3) vendors responded; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on June 5, 2020. Sealed proposals were received and opened on June 24, 2020 at 11:00 a.m. at 90 Delaware Avenue, 4th Floor, Paterson, New Jersey 07503, via livestream (Zoom) by the Purchasing Department; and

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

WHEREAS, based on the recommendation of the Evaluation Committee Members from Guidance and Purchasing and the attached bid summary, it is recommended that this contract be awarded for College and Career Readiness Online Platform, RFP-470-21, for the 2020-2021 school year with an option to renew for the 2021-2022 and 2022-2023 school years, pending the availability of funds and satisfactory performance to Naviance, 3033 Wilson Boulevard, Suite 500, Arlington, VA 22201, based on 18A:18A-4.5; and

THEREFORE, BE IT RESOLVED, that the Superintendent supports the above-mentioned recommendation that Naviance be awarded a contract for College and Career Readiness Online Platform, RFP-470-21, for the 2020-2021 school year with an option to renew for the 2021-2022 and 2022-2023 school years, pending the availability of funds and satisfactory performance, at a cost not to exceed \$51,006.06 annually.

Resolution No. 6

WHEREAS, Paterson Public Schools has contracted with Infinite Campus Custom Computer Specialists, Inc. for a Student Information System; and

WHEREAS, Custom has rendered such services in a satisfactory manner over the course of time they have been contracted to provide such services; and

WHEREAS, Custom can provide a learning management system that enables the district to use new, powerful tools for digital learning; and

WHEREAS, Custom has agreed to provide Campus Learning, a subscription-based solution, at a discounted introductory rate from July, 2020 through June 30, 2021; and

WHEREAS, the awarding of this contract is in line with the Paterson – A Promising Tomorrow Strategic Plan 2019-2024, Goal Area #1: Teaching & Learning, Objective 5: Increase educators' capacity to utilize technological resources and strategies to prepare students to become future-ready leaders; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the award of a one year contract for the licensing and product support of Campus Learning, at an amount not to exceed \$12,430.00 for the 2020-2021 school year to Custom Computer Specialists, Inc., of Hauppauge, NY.

Resolution No. 7

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

WHEREAS, the Department of Justice has awarded Paterson Public Schools with a grant to contract for security consulting services to assist District staff, students, and community stakeholders with enhancing the overall safety of District schools; and

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Security Consulting, RFP-403-21, for the 2020-2021 school year. Eight (8) potential vendors were mailed/emailed RFP specifications, the list of which can be

reviewed in the Purchasing Department, out of which three (3) vendors responded and proposals are on file in the Purchasing Department; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on June 9, 2020. Sealed proposals were opened and read aloud on June 30, 2020 at 10:00 a.m. in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, New Jersey 07503 by the Purchasing Department; and

WHEREAS, the awarding of this contract is in line with the 5 Year Strategic Plan 2019-2024, Goal Area #3: Communications and Connections; and

WHEREAS, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for Security Consulting, RFP-403-21, to Porzio Compliance Services, based on 18A:18A-4.5; and

NOW THEREFORE, BE IT RESOLVED, that the District Superintendent supports the above-mentioned recommendation that Porzio Compliance Services be awarded a contract in the amount not to exceed \$125,000.

Resolution No. 8

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for a Harassment, Intimidation & Anti-Bullying (HIB) Reporting System, RFP-409-21, for the 2020-2021, 2021-2022 & 2022-2023 school years. Six (6) potential vendors were mailed/emailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which one (1) vendor responded and proposals are on file in the Purchasing Department; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on May 17, 2020. Sealed proposals were opened and read aloud on June 9, 2020 at 10:00 a.m. in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, New Jersey 07503 by the Purchasing Department; and

WHEREAS, the awarding of this contract is in line with the 5 Year Strategic Plan 2019-2024, Goal Area #3: Communications and Connections; and

WHEREAS, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for RFP-409-21, to Educational Development Software (EDS), based on 18A:18A-4.5; and

NOW THEREFORE, BE IT RESOLVED, that the District Superintendent supports the above-mentioned recommendation that EDS be awarded a contract in the amount not to exceed \$95,000 annually.

Resolution No. 9

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 Acting Chief Special Education Officer has determined that there is a need for maintenance, for the period of July 1, 2020 – June 30, 2021; and

WHEREAS, per the attached agreement, the Department of Special Education recommend that the agreement for (Maintenance) be awarded for the period of July 1, 2020 – June 30, 2021 to the following vendor:

Konica Minolta Business Solutions USA, Inc.
500 Day Hill Road
Windsor, CT 06095

WHEREAS, the awarding of this contract is in line with the Bright Futures Strategic Plan 2019-2024, Priority IV: Efficient and Responsive Operations, Goal 3: Increase Capacity, Update Technology; and

NOW THEREFORE, BE IT RESOLVED, that the Superintendent of Schools supports the above-mentioned recommendation that Konica Minolta be awarded a contract for Maintenance for the period of July 1, 2020 – June 30, 2021 in the amount not to exceed \$2,804.00.

Resolution No. 10

WHEREAS, NJAC 6A:26-8.1 establishes the rules for the use of substandard-offsite facilities for public school students; and

WHEREAS, all facilities that are leased by a public school district are considered to be substandard-offsite facilities;

WHEREAS, the Paterson School District wishes to use substandard-offsite facilities as follows:

YMLA	St. Paul's School, #13 Wagaraw Road, Prospect Park, NJ 07508
STARS Academy	St. Theresa School, 765 14 th Avenue, Paterson, NJ 07504
Alexander Hamilton Acad.	11-27 16 th Avenue, Paterson, NJ 07501
PS 29	St. Bonaventure School, 88 Danforth Avenue, Paterson, NJ 07501
HARP Academy	5-7 Colt Street, Paterson, NJ 07501

WHEREAS, the awarding of these applications for renewal of Use for Leased Classroom Facilities is in line with the “A Promising Tomorrow” Strategic Plan 2019-2024, Goal 2: Facilities – Creating and Maintaining Healthy School Cultures and addresses facilities issues that impact student achievement by including this in the 5 Year Long Range Facilities Plan; and

WHEREAS, NJAC 6A:26-8.1 requires the approval of the County Superintendent prior to the use of substandard-offsite facilities as well as the annual renewal of said approval; and now therefore be it

RESOLVED, that the Paterson Board of Education authorizes the District Superintendent to submit applications to the County Superintendent of Schools for approval to use substandard-offsite facilities for the 2020-2021 school year as listed above which are consistent with the Board approved Corrective Action Plan.

Resolution No. 11

WHEREAS, the Paterson Board of Education ("Board") has negotiated a Settlement Agreement and Release ("Agreement") in connection with civil litigation captioned Docket No. PAS-L-3449-17; and

WHEREAS, the Board agrees to resolve the above-referenced litigation for \$100,000 according to the terms and conditions set forth 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

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby approves the settlement and 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 same.

Resolution No. 12

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 School Loop Content Management Website System has enabled Paterson Public Schools to provide robust and distinctive websites for each of its 57 schools; most importantly during the COVID-19 pandemic; and

WHEREAS, website content management services for district schools will not exceed the bid threshold for the 2020-2021 fiscal year; and

WHEREAS, the District solicited quotations pursuant to N.J.S.A. 18A:18A-3 for website content management services for the 57 schools (approx. 30,000 students) in the 2020-2021 fiscal year; and

WHEREAS, School Loop submitted the lowest quotation at \$17,812.45 for the Standard Package; and

WHEREAS, the award of this contract is in line with the District's "A Promising Tomorrow" Strategic Plan Goal 3: Communications and Connections; and now therefore

BE IT RESOLVED, that for the 2020-2021 school year the website content management system for Paterson Public Schools be awarded as follows to School Loop, Inc., P.O. Box 671284, Dallas, Texas 75267-1284 (Pending Budget Approval).

It was moved by Comm. Castillo-Cruz, seconded by Comm. Martinez that Resolution Nos. 1 through 12 be adopted.

Comm. Hodges: What is Resolution No. 7?

Comm. Simmons: It's an RFP for a security audit. Madam Superintendent, when the plan is submitted to the state, is it final? Or do we have room to make changes?

Ms. Shafer: You always have room to make changes, but we have to submit it to the county. At the meeting schedule that we have starting tomorrow we have to start getting this out to all the stakeholders in a timely manner and give parents and everybody else advance notice. This is going to be a working document because guidance continues to come in and changes will have to be made. We will probably be bringing it back to the Board a number of times with changes as new guidance comes out.

Comm. Simmons: Dr. Hodges, I was anticipating your question.

Comm. Hodges: As it currently exists, I can't support it. I have a number of questions on it. I'll simply vote no on it.

Ms. Shafer: Dr. Hodges, can you send us those questions?

Comm. Hodges: I certainly will. Some of the questions I've raised are about the isolation rooms and the lack of temperature taking in this community because of our issues. I know we've dropped down, but I do know that we are beginning to see increases. People travel down south in places where there have been COVID outbreaks and are heading back up here and having visits with families. I see them standing there without masks in these locations. Now that they're coming back into school and they're taking these little kids with them, I'm very concerned about what's going to happen in September. I really am. I'll just leave it at that.

Comm. Castillo-Cruz: Has this plan had any major changes since the retreat last week?

Ms. Shafer: No. Only the Cohort C, which is new guidance that came out from the Governor that parents have an opportunity to keep their children home. That was the only piece that changed.

Comm. Castillo-Cruz: At this point, I want to thank you for the great plan that you and your team have submitted. It's a phenomenal plan. I know it's been ever-changing along the way. Most of the Board members were at the retreat last week. We had ample time to read the plan all weekend because it was hand delivered to our homes. If anyone has any further questions, they need to submit them to the Superintendent. You asked us to do this last weekend. At this point, we just need to move forward because we need to submit something. The Superintendent gave everyone about two weeks to ask all the questions that they needed and they had an opportunity to sit with all the staff at the retreat. We can just move forward.

Comm. Hodges: Let me just say something about that. I don't stop thinking at the end of a meeting. I sometimes have questions that occur to me while I'm sitting here at the meeting and hearing other conversations. I can't necessarily say that because I had time in the past, it doesn't mean that I won't think of new questions going forward. I will not be stopped from asking questions...

Comm. Castillo-Cruz: No one said that. No one told you to stop thinking or to stop asking questions.

Comm. Hodges: Thank you.

Comm. Castillo-Cruz: What I said was if there were further questions, we should email them for tonight because we've sat here for four hours. The rest of us should get time to think about it and see if we have more questions as well.

Comm. Hodges: But there's been a big problem with asking questions here. That happened at the last meeting.

Comm. Teague: I just want to point out the fact that the Governor did give out new guidance that those who want to keep their children home for remote learning can do so. My concern is about the parents who have to go to work. I've gotten those phone calls too. I think we have to take into consideration that not everybody is going to be able to sit home with their children. That's just a fact. They have to work and take care of the household. I believe that the administration has put together a decent plan that outlines that and we need to support it. There are parents who have to go to work too and they need to have that option. If they can't stay home, they can actually bring their children to school. We have to leave that optional. That's all I have to say.

Comm. Capers: If we vote yes on this, do we still have an opportunity to come back to the table and take something out if we don't agree with it?

Comm. Simmons: The Superintendent just said it will remain a working document. We have to have a submission to the state and the county.

Comm. Capers: Okay.

Comm. Simmons: Any other questions?

On roll call all members voted as follows:

Comm. Arrington: I vote yes to everything, but I vote no to Number 7.

Comm. Capers: I abstain on Number 1 and yes to everything else.

Comm. Castillo-Cruz: No to Number 7, yes to everything else.

Comm. Hodges: No to Numbers 1 and 3, and yes to everything else.

Comm. Martinez: No to Number 7, yes to all else.

Comm. Ramirez: No to Number 7, yes to everything else.

Comm. Redmon: Yes for everything, no to Number 7.

Comm. Teague: Yes to 1-6, no on Number 7, and yes on 8-12.

Comm. Simmons: Yes, but no to Number 7.

The motion carried, except Number 7 which did not carry.

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

Ms. Mikia Simmons: Hello. How are you doing? I have a couple of questions and some concern about siblings. I have one going to the seventh grade and one going to the second grade. Will they be on the same day if I have them come back to the school?

Ms. Shafer: Yes. It's in the plan that we're going to try to accommodate all siblings. We sent to the principals a sibling report so that both your children would go either Monday and Wednesday or Tuesday and Thursday. We're trying to do that so that we're keeping families together.

Ms. Simmons: About the Chromebooks for the second grader, will everybody kindergarten through 5 get them?

Ms. Shafer: Yes. Everyone will get a Chromebook. We put the order in. They're supposed to come in late July to mid-August.

Ms. Simmons: For the screening for the forms that Mr. Boris was talking about, do we write it out? Or is it going to be a form that we print out ourselves?

Mr. Zaydel: It will be online. You will be able to use your own device.

Ms. Simmons: Okay. I think it needs to be recommended that temperatures be taken. My kids go to camp. We have to take their temperature because they come in the door. Anywhere they go in certain areas their temperature has to be taken. I hope that you have consideration and try to get that implemented during school time. What grades will be having the ELA and the math test? Is it before or during school? How is that going about?

Comm. Simmons: If you just hang on, at the end of public portion the Superintendent will answer any remaining questions.

Ms. Shafer: I can answer that one. The first couple of days after everybody gets acclimated and students are comfortable with the situation with social distancing and wearing the mask, that's when we will do the assessment in math and language arts.

Ms. Teresa Morgan: Good evening everyone. The CDC has released specific guidelines as it pertains to ensuring a healthy and safe environment for anyone in the school or workplace. With that in mind, I would like to know what actions the Paterson Board of Education has taken to ensure the safety of its students and staff as it pertains to improving the ventilation systems and air quality in our schools and central office building. CDC guidelines state that districts should ensure that ventilation systems in our facilities operate properly. It states to increase circulation of outdoor air as much as possible by opening windows and doors if possible. It is a known fact that some of the windows in our schools do not open and none of the windows in the central office building open. Can you please provide the steps that the Paterson Board of Education has taken to ensure compliance with the health and safety mandates, especially for 90 Delaware? Thank you.

Comm. Simmons: We will answer any remaining questions at the end of public portion.

Ms. Kanisha Clark: My concern is mostly with the cleaning process between the classes. I know you indicated that you didn't have enough staffing. Is that something you will be looking into further? That's one of my concerns as to why my kids will not be going to school. During the regular school year the schools have not been cleaned and I don't have faith that they will be properly cleaned with COVID in place.

Ms. Shaye Brown: Good evening. I'm going to try to make this quick. Thank you so much for allowing me to speak. I heard earlier that the COVID screening questionnaire is not a requirement. What happens if parents refuse to send their children to school with that questionnaire? Discussions regarding the budget for supplies and materials for students who don't have masks - the masks will need to be replenished throughout the day to the students. Is there a real-time budget in place for that to take place for our entire school year? What happens when a child comes to school sick and the parent refuses to pick them up until the end of the school day? If this happens repeatedly,

what's going to happen? What steps are going to be taken for that parent? What happens to teachers who also happen to be parents of young school age children who attend schools that are starting remotely? Has there been a discussion about this? What is being discussed about scheduling students of working teachers if there is a hybrid schedule? If I'm scheduled to be at work and my children are scheduled to be at home, is that going to be considered? I hope you will please address this tonight. Regarding the transportation, I have the same issues as Comm. Teague. My son has autism. I'm not confident that you have only two bus monitors to monitor the safety and accuracy of the district's expected measures for transportation for our children. I don't see how this is going to be acceptable and our children are going to be safely transported without being exposed to others. What percentages of parents have responded to the NJDOE survey in Paterson? If anyone can give me that number and announce it, I would love to hear that. Do you have the results of that survey in terms of parents who have said yes or no about keeping their children home? I didn't hear anything about that so far. For parents who want to choose to keep their children home for remote learning in September, how is that information going to be communicated to the administrator of each school building? When will those children receive laptops? Has a plan been put in place as to how the children will be learning remotely? If teachers are in school teaching, when and how will students at home receive their remote learning? I'm a Paterson homeowner and taxpayer. I would also like to attend the City Council meetings. It seems like every time you have your meeting the City Council has theirs. Is there any way that you can coordinate and don't have it on the same night? I wanted to attend that meeting, but I couldn't because as a parent and teacher I wanted to attend this meeting. What plans are being made to train parents on Google Classroom so they can support their children from home if they're choosing the remote learning option? How will parents be supported if they can't afford the wi-fi internet access? Is it safe to keep water fountains available? There's no guarantee they will be cleaned and safe for the many children who will use them. Is there a plan for counseling for students, their parents, staff, and caregivers, especially for Title I schools? Lastly, as a very involved single parent of my six-year-old son who has autism and nine-year-old daughter, I'm extremely worried about my children's health as well as my own. The fact that the Governor is allowing parents the option to keep their children at home and start remote learning in September speaks volumes. COVID-19 is still alive and well. One child or one adult being hospitalized or worse, dying from this virus, is one too many. I'm fearful of going to work in my school building and possibly bringing something home to my children or having my children carry the virus home to me without any of us being aware. I don't have the luxury to have a nanny or extended family members to watch my children if I wanted to keep them home for remote learning. I am all my children have. If something happens to me, would any of you on the Board take in my kids and watch them until I recover? Have you asked yourself if you would send your children to school amidst this pandemic? We have restaurants by law that are not allowed to have patrons eat within a restaurant setting, only outside. We're holding virtual meetings still. Doesn't that mean you are all not confident of holding in-person meetings yet? Yet we are saying to bring our children, our futures, back into buildings with poor ventilation, no room for social distancing, and for the teachers to add to their list of duties being mask monitors. Understand what is being asked of parents and teachers when you say you will have children and staff to return to school. I would rather have us all home safely remotely teaching and learning than to return and hear within a few weeks of opening of hospitalizations and deaths that could have been prevented had we chosen not to open the school buildings in September 2020. I miss my students and I sincerely mean that. I miss my colleagues. I miss my administrators. I would love to return to work, just safely. How confident are you that classes will be ready for instruction by September 8? Have partitions already started to be put up? If yes, what percentages of schools have been completed so far? Are you

all feeling confident about opening after this meeting that you had tonight? Are you honestly feeling our children and staff will be safe? Thank you for your time and consideration and I sincerely look forward to hearing your responses to each of my questions and concerns. Please feel free to contact me if anyone would like to discuss this with me further. Have a great evening and I pray that each of you and your families continue to be safe and well. Thank you.

Ms. Shafer: Neil, if you could answer the air quality question please and what you're doing.

Mr. Mapp: We've always been sanctioned to have all systems that are installed in schools be operational. It's a requirement and we've always done that. We have monitored and surveilled those systems through our work order system to make sure that preventive maintenance has been taking place and repairs are being made upon any system going down. We continue to do that and we will always do that. Even before COVID we were maintaining our HVAC systems. Relative to 90 Delaware, that's a building we lease and we have taken it upon ourselves to replace three rooftop units that service the buildings. To date, we have replaced three at great expense to the district and we will continue to maintain those systems and keep them operational. Right now, they're all operational and being maintained by our maintenance department.

Ms. Shafer: Thank you, Neil. What about the schools beginning cleaned?

Comm. Simmons: Hold on one second. Let me close public portion.

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

Comm. Hodges: I have a question about the closure. You said at the initial discussion about the Superintendent's contract that there would be a public...

Comm. Simmons: Dr. Hodges, we have released this information to the newspaper, exactly what you asked. That question isn't part of this. I'm trying to close public portion.

Comm. Hodges: May I have a copy of it? That's all I want. I was told I couldn't. That's all I want.

On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

OTHER BUSINESS

Ms. Shafer: I'm just going to go down the list. Boris, if you would answer the question about the questionnaire being a requirement.

Mr. Zaydel: The question was whether students whose parents refuse to have them take the questionnaire be allowed into school. The answer is yes once we have administered a temperature check.

Ms. Shafer: Neil, the next one is on supplies and materials as far as having a budget for masks and PPE equipment.

Mr. Mapp: Currently, we're mandated to have a three-month supply of PPE on hand and we have the budget to do so.

Ms. Shafer: What if a parent refuses to pick up a sick child? What we have done in the past and will continue to do is go to the next emergency contact person. If they don't come, we have to call DYFS and at some point the police in order to take the child home. As far as teachers working and their children are home, I will tell you that I had two meetings so far with some of our partners, Rosie Grant and 4Cs, about having some of the providers in the city provide supervised childcare. On an off day, the child would go to a supervised facility that they have. It could be the Boys & Girls Club or some churches. The students would bring their Chromebooks. All Chromebooks will have wi-fi and they would be able to continue to do the work. We are still in the early stages of looking into this, but I felt that we had to at least reach out to see if we could help our working parents to see if there was something that the city would be able to do help us as far as supervised childcare on those remote days. It is in the preliminary stage right now. We're going to look further into the transportation because I think early on they need to know that we're going to be doing the inspections. We will look and see how we can incorporate that into the arrival and dismissal times for folks just to be checking to see. We have a chart that they're going to be filling out. We want to make sure that it's filled out timely and they can see evidence that they are cleaning the buses. We will look further into that. I can't tell you exactly what the numbers of the DOE survey were, but I can tell you that we did our own survey with our parents and we had between 25% and 30% of them say that they would not be sending their children to school. That was prior to hearing about the plan and this week into next week we will be having parent meetings where we will roll out the plan. We do have information in a form that principals will be sending out, if parents want to keep their children home for the five days and do remote learning. We do have counseling available when we get back. We're doing a big piece on mindfulness, social/emotional learning, and counseling for both staff and students. We do know that some trauma happened during these past couple of months that we have not been in school. We do have some programs already for training parents on Google Classroom. Those workshops took place over the summer and there are still more to come. That's done by our Family and Community Engagement Department. For parents who can't afford wi-fi, we are providing students with it and also Chromebooks. Every Chromebook will come with wi-fi. Neil, do you want to talk about the water fountains?

Mr. Mapp: Yes. We're required to provide potable water for students while schools are open. We cannot turn off the water fountains or shut them down. We can only tend to them and make sure they're sanitized as often as possible. We intend to do so.

Ms. Shafer: We try to avoid having conflict with City Council meetings and Board meetings. Most Board meetings take place on Wednesdays and if there has to be a special meeting, we try to do it on Mondays when we don't have a Board meeting. We will continue to pay attention to that. I certainly understand the concern about not opening. I think we all agree that this pandemic in New Jersey and New York has flattened, but you heard earlier that you see spikes from time to time. It's still there. It's prevalent. It kills. Unfortunately, we were given the charge that we have to put a plan together to open up the school district. We are governed by the Department of Education, the Commissioner, and the Governor. We had to have a plan. Things can certainly change between now and September, but this was the direction that we were given. You have to have a plan and you have to vet it through the stakeholders one month prior to school opening. That concludes the questions, Mr. President.

Comm. Simmons: Just to piggyback on that with the DOE survey, I was trying to find it, but the last number I saw it was 50/50. It was split with parents that wanted their children to return and those that did not. That was across the state, but I'm not sure what the numbers are exactly for Paterson.

Comm. Capers: Madam Superintendent, when you roll out this plan to the parents, are you planning on doing another survey to see if they're happy about the plan?

Ms. Shafer: We're going to go over with the parents the form that needs to be filled out for Cohort C. That would be students who would be strictly remote. Then we will give a deadline of when that form needs to be given in. Then we can take a look at what's remaining. I know that as we get closer things will change and parents who didn't do it by the deadline may still want to opt for remote. We will honor that as well.

Comm. Hodges: I'm still waiting for the answer to my question about receiving that copy. Superintendent, will there be a feedback loop for the parents to raise additional questions? That last person went through quite a list of questions, some of which I have seen out in the community. There are a lot of concerns out there. It would be interesting to see what people understand about what we're doing and whether we're doing all the things they need done.

Ms. Shafer: There are a number of communications that we're going to be doing. It is in the plan in the communications section. We're starting with three community forums for our parents. We're going to continue the call center. If parents have any questions, we will get back to them. We have about 2,000 calls now. We get back to them within 24 hours. Parents can call there if they have any questions around the reopening plan. Then when we have the virtual meetings with the parents, they can ask questions as well.

Comm. Hodges: Okay. I have requested public information and I want a copy of it. There's no reason for me not to have it.

Comm. Simmons: We'll get back to you with that answer, sir.

Comm. Hodges: I'm not asking for an answer. I want the information.

Comm. Simmons: You asked me a question. You just said you were waiting for an answer. I'm telling you I will get back to you with the answer.

Comm. Hodges: Okay. Thank you. It's public information, by the way.

ADJOURNMENT

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

The meeting was adjourned at 9:34 p.m.