

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

June 3, 2020 – 5:39 p.m.
Administrative Offices

Presiding: Comm. Kenneth Simmons, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools
Ms. Susana Peron, Deputy Superintendent
Boris Zaydel, Esq., General Counsel

Comm. Vincent Arrington
Comm. Emanuel Capers
Comm. Jonathan Hodges
Comm. Manuel Martinez, Vice President

Comm. Joel Ramirez
Comm. Nakima Redmon
Comm. Corey Teague

Absent:

Comm. Oshin Castillo-Cruz

Comm. Redmon 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
June 3, 2020 at 5:00 p.m.
Remote – Zoom (For Public)
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 proceed, with all that is going on in the country, I wanted to take a brief moment of silence for Mr. George Floyd who was killed by a police officer in Minneapolis. But Minneapolis is just the latest of these types of situations. We just wanted to recognize and take the moment of silence.

Moment of Silence – 8 minutes and 46 seconds

Comm. Simmons: Thank you. The reason for the 8 minutes and 46 seconds, as everyone knows by now, is because that was the amount of time that the officer in

Minneapolis had his knee on Mr. Floyd's neck. These situations aren't new in this country. They're just being felt now. With the advent of social media, we can see it more, but it happens all of the time. More often than not, unfortunately, for black and brown men and women who are unarmed. We just wanted to take a moment to acknowledge that and I hope that people can appreciate how long he suffered. Almost 9 minutes is a very long time, especially when you can't breathe. Madam Superintendent, I know you had remarks.

Superintendent's Statement

Ms. Shafer: Thank you, Mr. President. The death of George Floyd has sparked a social justice movement around the world. Paterson Public Schools takes the stand that we unequivocally condemn the racism, bigotry, and violence that are prevalent in our society and recognizes that silence is not enough. We stand against all forms of racism and social injustice. This is a time of great pain and emotional trauma in America. The images of George Floyd in the final moments of his life while in police custody are branded into our memories. The sound of George Floyd's voice begging to breathe, begging for life echoes in our minds. We cannot and should not turn our thoughts away from what we have seen and heard. Above all, we cannot remain silent in the face of racism. As a white woman, I can tell you that after seeing George Floyd die the way he did, I will not remain silent. I detest the racial violence that ended his life as well as the racism and the violence that has persisted in America and it must stop. As I sort through my own feeling, I can't help but think about the children we are working to educate in Paterson. We must assume that even our youngest learners have seen the tragedy that has taken place in Minneapolis and the reaction to it around the world. What must they be thinking? We teach our children what it means to be an American, that all people are created people, that they are to be respected, all cultures are to be celebrated, and that people in uniform work to protect us. We teach teenagers about the Civil Rights Movement, the landmark Supreme Court decisions like Brown vs. the Board of Education, and the election of Barack Obama for the presidency. But what are our children supposed to think when they see a white police officer pressing his knee into the neck of a black man until he dies and others watch? What are they supposed to think when they heard that this is not the first time and that tragedies like this have happened many times before? It reminds me of one of the passages in Reverend Dr. Martin Luther King Jr's letter from a Birmingham jail in which he tells of his daughter seeing a television commercial for an amusement park and having to tell her that it's closed for colored children. His son asked daddy why white people treat colored people so mean. He didn't have the proper answer to give them. Young people know the realities that surround them. It is not enough to observe Black History Month and it is not enough for us to say we celebrate diversity. This week, our academic services team and counseling team have been reviewing and creating educational resources for every grade level that promotes acceptance and tolerance. This is part of our overall effort to update our guidance curriculum. These resources will be made available on the district website in the coming days. As educators, our job is to empower our students to help them discover what is already there inside them and to enhance their growth and strength. In essence, we hold a mirror up to their own potential and do everything we can to help them realize it. If we hope to educate generations in the fight against racism, then we must hold the behaviors of equality, justice and respect. It was not just one police officer's actions that killed George Floyd, but the inactions of those who were standing around him. In 8 minutes and 46 seconds that passed while George Floyd was pinned down, the other officers should have stopped what was happening. None of them did and now a man is dead and the world is dealing with the aftermath. It's time for police brutality to be addressed through the law. Those who fail to intercede to save a life and prevent others from interceding have committed a crime as much as the

person inflicting the lethal brutality. There ought to be a law against the crime of inaction. Our police must truly serve and protect the people, all of the people in the communities where they work. The public school district in is a very unique position to address the realities of racism. 12 years is a long to time raise the level of understanding a person has about themselves and the people in the community, the country, and the world. But first, the child must know that he or she is endowed with the dignity that is inherent in every human being and is cherished and loved by their parents, families, and teachers. A child who knows this will be better able to recognize the humanity that exists in everyone. Today, our district counselors who serve our elementary and high school students joined our academic services team in participating in a webinar hosted by the New Jersey School Counselors Association. The focus of the event was on how school counselors can support students. This is part of our efforts to be supportive and sensitive to the needs of all students during this time of pain and unrest. It is also a continuation of our work to recognize our own biases and create the best possible environment for the exchange of ideas and perspectives among our students. Our students need to know that their thoughts and their feelings matter and their voices must be heard. That is why we're launching resources to allow young people to talk and express their feelings about social injustice. The "Talk to My Counselor" link has been posted to the homepage of the district and will be expanded to connect students who want to talk about the recent tragedy and the events that have followed with their counselors. We will also expand our grief counseling HELP line, which is the acronym hope, encouragement, listening platform, as an additional resource for student who are grappling with the many emotions they may be feeling during this painful time. Our children are surely seeing the protests that have been happening in communities throughout the nation. We cannot allow young people to believe that anger at the injustice of institutionalized racism is a license to break the law, commit acts of violence, loot, and burn buildings and police cars. At the same time, we must talk to young people about the walk of protests and the long train of abuses that have led to that, and let our young people see the example set forth by more than 500 protesters who took to Paterson streets last night. They marched, sang, chanted, gave speeches, and expressed their anger about the unjust death of George Floyd and police brutality. It was an event where protest organizers proactively discouraged and prevented people from becoming violent and destructive. The organizers kept the demonstration focused on the injustice they want to rid our nation of and it was an event where the leaders of the city police department took a knee. This gives me hope and the people of Paterson give me hope. It is my hope that we all remember the legacy of Reverend Dr. Martin Luther king Jr. who led demonstrations that upheld the idea of non-violent civil disobedience and equality for all. Most of all, he called people to action. Let us act together to honor and respect the dignity of every child and their unique heritage and history and to equip them to advocate for a more just society. Let us begin by saying Black Lives Matter. Thank you.

Comm. Simmons: Thank you, Madam Superintendent.

PUBLIC COMMENTS

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

No speakers.

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

DISTRICT PLAN ON IN-PERSON GRADUATIONS

Ms. Shafer: First, I want to thank Cheryl for putting the packs together as well as the PPE supplies, and Neil for taking the temperatures. I do want to make a few comments about graduation. Over the course of the closure, I've had students as well as parents reach out to me. This was prior to the Governor's executive order that we could have in-person graduations. They thought that it wasn't there for the seniors. They were not able to have proms or senior trips and so on. But now that the Governor has lifted the executive order and put out some guidelines to follow for in-person graduations, we have been able to put a plan together that will address on point every one of those guidelines. The plan is coming to the Board for the feedback. Once the plan is final, we can move forward. Then the DOE has to approve the plan as well. Some of the things that we are going to do differently is we're going to use Pennington Park and Bauerle Field. We're going to have one school at a time. Eastside High School has three schools. We used to have one graduation for the three schools. That would now mean we would have three individual ceremonies. That weekend, we'll practice social distancing as well as some other things that you'll hear about. But more importantly, the Department of Education put the guidelines out for temperature taking, social distancing, and everyone wearing a face mask. I'm going to turn it over to Pam Powell, Neil Mapp, and David Cozart.

Ms. Pamela Powell: Good evening everyone. As Ms. Shafer said, you should have a packet in front of you that explains the graduation process that we had. We're going to utilize, as Ms. Shafer mentioned, Bauerle Field and Pennington Park. You have attached to this a municipal plan. There's a diagram of both of those venues. I am going to ask Mr. Cozart and Mr. Mapp if they could just briefly give some remarks regarding it.

Mr. David Cozart: Good evening everyone. We are very excited to have this opportunity. We will be utilizing all CDC guidelines.

Ms. Powell: Both of the fields have been measured. I've also indicated for you some NJDOE guidelines that the ceremony has to take place outdoors. I don't know if you want me to read through all of these. All attendants certainly must be six feet apart. We have to follow the CDC and the New Jersey Department of Health recommendations and cleaning protocols. We had to limit person-to-person contact. We had to develop a way in which we could give the students their diplomas without having contact. Parents will receive their programs electronically. We wanted to minimize any materials that we would need to share. All chairs and equipment will be sanitized by Neil's department after each graduation. We're limiting the graduation to an hour or so. We're going to minimize the time that individuals can speak. As Mr. Cozart said, we are going to provide a venue for the young people to take a picture. There will be restrooms there. We'll have staff assigned there to make sure that we can monitor the area. We're going to limit the guests and certainly when the individuals enter the stadium, they'll have their temperature taken. We've also attached a copy of the schedule. There are really two days that we're going to have the graduations and we also have rain dates noted. The graduations will be held on July 8 and 9. The rain dates are July 10 and 13. We will have a letter that will be going to the parents. In that letter, we will explain that there will only be two guests per graduate, that they need to arrive early so that there will be ample time for them to get into the ceremony because

we are going to use social distancing. They must wear a mask. We're going to have masks that are ordered for the students. On the mask, we will have "Class of 2020." Again, all guests will have their temperature taken. We're going to encourage the parents and anyone in their home that may be sick to stay home. If in fact they enter the venue and they have a temperature, we will ask them not to enter. Graduation programs will be given to the graduates. We're asking that the students avoid wearing high heels because we want to make sure that we protect the turf. All obligations for the students must be settled before they walk for graduation day. We're asking that no chairs be moved because everything will be distanced out six feet up and to the side. There should be no chairs moved. They will receive their diploma cover on the day of graduation. They will have to come back and actually pick up the diploma. I will have to notify the NJDOE seven days before the graduation to let them know that we are and get approval from the NJDOE for all graduations. We are also having on June 19 virtual graduations and we will have schedules prepared by the end of next week in terms of when those graduations will be streamed. For your review, there's an action plan that the committee has been working with. That's just for reference to you. That concludes my presentation. Are there any questions?

Comm. Capers: Are we doing portable toilets?

Mr. Neil Mapp: We are doing Port-O-Johns and a sanitization station to wash hands.

Comm. Capers: How many are we looking at?

Mr. Mapp: Eight in each location.

Comm. Capers: If it's streaming live, why are we doing the virtual graduations?

Ms. Shafer: There are two reasons for that. Prior to the Governor lifting the restrictions, we were already well into the virtual, so we just kept going. The other point is from June 19 until July 8 we're not sure what would happen. Right now, there's unrest in the nation as well as the COVID virus. We don't know if all of a sudden there's going to be a spike and maybe he has to go back on having this. We don't know. We wanted to make sure that since we were already well into the virtual graduations that the students have that opportunity, as well as giving them the in-person.

Comm. Capers: (Comments were inaudible)

Ms. Powell: There are some students and parents that do not want to come to the in-person graduations. Not 100% of the students. We had already committed about \$23,000 for the live ability to do the graduation. It takes time to pull all of this stuff together. We've had meetings with various companies. Right now, we were already committed. Again, not all students wanted to come. We may not have 100% participation because we're having an in-person graduation. As you know, in the City of Paterson, there's a very high spike of coronavirus. While there were many parents that wanted to have this, there are many parents that are also very cautious. It gives an opportunity for all of our graduates to be recognized because if we have the in-person and those particular students didn't come, they would not be necessarily recognized. We want to make sure that happens.

Comm. Capers: What's the total cost of the virtual graduation?

Ms. Powell: It's about \$24,000.

Comm. Capers: Districtwide?

Ms. Powell: Districtwide for those schools - International, John F. Kennedy, and Eastside.

Comm. Capers: (Comments were inaudible)

Ms. Powell: \$24,000.

Ms. Shafer: Because the high schools are so much larger, we needed to get a different type of company.

Comm. Simmons: If you're going to do live in-person graduations, why stream the live part? I think that was your question.

Comm. Capers: Yes.

Ms. Shafer: Because you can only have two guests. A graduate has to register two guests. When those guests come, they have to be the registered guests. There will be family members who won't be able to attend. In the past, there was unlimited when we had them outside. We want to live stream it so the family members can see it as well.

Comm. Capers: Is that a cost to us?

Ms. Shafer: We're doing that in-house.

Mr. Zaydel: I'm just receiving some notifications that people can't hear what's going on in the room. Please speak more loudly as you go on.

Comm. Capers: Do we have arrangements for people to call in?

Ms. Shafer: Let me just add that Boris is working on a resolution about having Board approval because of the insurance. Do you just want to talk about that for a minute?

Mr. Zaydel: Sure. Our property and general liability carrier insures all of our school operations. As long as the Board approves to hold the graduation and commencement ceremonies it's covered under our insurance. At the next meeting, there will be a resolution in which the Board formally approves the dates for the graduations. It doesn't matter that the students will technically have received their diplomas in hand by then. It is still considered a district operation.

Comm. Redmond: (Comments were inaudible)

UPDATE ON VIRTUAL LEARNING, CHROMEBOOK DISTRIBUTION AND FUTURE PLAN

Ms. Joanna Tsimpedes: Good evening everyone. I wanted to provide you an update with regards to virtual learning. When I presented the plan back in April for the updated virtual learning plan effective May 4, we had a large undertaking to do to ensure that our teachers were prepared to follow through with our G-Suite for Education and Google Classroom platform. In order to do this, one of the first things that Ms. Shafer wanted was to create an email where teachers can reach out with specific questions relative to the plan, inclusive of how to utilize Google apps, Google Meet, Google Classroom, and so forth. I will tell you that after a month, we only had 20 inquires, and the inquiry that

came predominantly from teachers was regarding accessing their Google email for Google Meet.

Mr. Zaydel: Joanna, pause for a minute. We're having some technical difficulties. Can you come to the assessment room, please?

Ms. Tsimpedes: Absolutely. I'll be right down.

Ms. Peron: The first page shows you our status for locations without devices and the number of devices that we would need to provide Chromebooks to every child in that school. There are 18 locations that students don't have any devices for and we need a total of approximately 9,700 devices to cover those 18 locations. These are locations that are only doing paper packets. The students are doing paper packets. If a child has a device and is in that school, they may be completing work on the computer but they are receiving paper packets. For the second page, this is a list the schools where we did a partial distribution. The first column is the schools. You can see the schools listed. You'll see the number of devices distributed and what grade levels we distributed the devices for. For example, at School No. 1, we distributed 94 devices for kids in grades 2-5. We still need to cover School No. 1 in grades k-2 with 100 devices. We still need to purchase devices for School No. 1, although we did give out devices in the other grades. You'll see that going down. I filled in School No. 12 and School No. 26. I have yet to obtain the information from Alexander Hamilton. I know that we provided devices for grades 6-8 at Alexander Hamilton. We need an additional 400 Chromebooks there for children in grades k-5. A total of 14 locations still need 3,065 Chromebooks to provide a one-to-one environment for those scholars. Our completed locations are the smallest chart on the bottom. That's School No. 7, School No. 29, Don Bosco, NRC, and Newcomers at NRC. Those are the number of devices we distributed and those are the grade levels that received the Chromebooks. On the last page, I have the percentage of completion for high school. Some of the Commissioners asked me how did the Chromebook distribution go in the high school and what was the percentage of students picking them up. We actually did the percentages for the high school. I can go back and do the percentages for the elementary for you. You can see there the first column is the school, the enrollment, the number of devices distributed, the grades, and then the percentage. Every principal developed a plan after their initial Chromebook distribution date. They had makeup dates and they provided at least two additional make-up dates from the original distribution date. What's happening now is that parents are calling the call center and if they missed going to distribution, they will call us, tell us exactly what school they go to, who the student is, and we make the provision of obtaining the Chromebook and having them come either to the school or to 90 Delaware. That's been happening a lot with Eastside High School students. Ms. Diodonet has been telling me and keeping me abreast of the parents that are coming here to pick up Chromebooks. I know that a parent from Don Bosco came here, but unfortunately they didn't have the device from the school. I said I didn't want to make her come back and I set up the provision for her to go to Don Bosco and pick up the device for her son. That's been happening. Overall, 50% of the students at the high schools picked up the Chromebooks. Many high school students do have devices at home. If they have a device at home, they didn't pick up their Chromebook at the school. I know that because we attended Chromebook distribution sites. I saw some kids on the line with a folder and I asked them if they were there to pick up their Chromebook. They said, "No. I'm here to hand in my packet, but I'm not picking up a Chromebook because I have a device at home. I'd rather work on my device." When school reopens, if they do walk back into the building, the plan is to distribute devices to our student. Our goal is to have every student have a district-issued device so that when we finish the contract and negotiations with a vendor on providing internet, they

will have access to the internet in their device and other safeguards to their device. That concludes this portion of my report if you have any questions.

Comm. Simmons: I know that the Chromebooks were ordered. I want people to understand that they were ordered, but because of everything that's going on and supply chains being broken, it's going to take a while for that order to come in. It's not something that the district has control of. I know that the district works with the vendor Lenovo. But I also know that another vendor, Dell, is 250,000 units on back order in the Northeast. That's from New Jersey to Boston. I'm just imagining that Lenovo is somewhere around the same way. But because this involves the district, I know that they'll probably try to work to get them here as fast as they can. I really want people to understand that the Chromebooks are ordered but the slowness in the delivery has absolutely nothing to do with the district. It is not something that the district can control.

Comm. Hodges: If the students are learning online, how do we catch up the kids who don't have Chromebooks?

Comm. Simmons: How do you catch the students up that are not using Chromebooks and when?

Ms. Peron: Moving forward, those are the plans that academic services and the division of academics is working on this summer. We definitely have to make changes to the curriculum. We have to change the pacing. We have to address the standards that were not addressed for many of our students that are working on a paper packet. We do want to cover that. Ms. Tsimpedes will talk a little bit more in detail about that. Most definitely, we are in that predicament that we have to revamp the curriculum and go back to address the standards that have been missed. Chris was here. I did want Chris to share with you that we did place an order for about 13,852 Chromebooks. Before that, we had ordered Chromebooks with the money from the donations that are coming in because we wanted to use that money immediately. We did receive a small order from the donations, but the bulk of the order is in this order of 13,852 Chromebooks and we are awaiting that order. We are working with a vendor. I know that Chris has a great relationship with the vendor. We're telling them that if they can ship as they receive and ship to us so that we don't have to wait for everything at once that would really be beneficial to us. As you know, we have to prep those devices with the schools and the serial numbers so that would give us a heads up.

Comm. Capers: (Comments were inaudible)

Ms. Peron: This is not the plan. This is what actually happened. We have enough Chromebooks for our high schools. We have 7,000 Chromebooks in our high schools. We've had enough Chromebooks in our high schools for a one-to-one environment for two years now. We distributed them to the students and offered them the Chromebooks. They have been participating in Google Classroom courses and assignments. We do have enough Chromebooks for the high schools. It's just that they didn't all come out to pick them up.

Comm. Capers: I understand that. I'm speaking strictly about the middle schools. (Comments were inaudible) Why didn't we cover all the middle schools first?

Ms. Peron: We didn't have enough money to purchase all the Chromebooks we needed for every single middle school student. The schools that you see that gave out Chromebooks to grades 2-5, that's an elementary school that only goes to grade 5 and they've had Chromebooks in their school. They went out and they gave their

Chromebooks to their students. They didn't have enough to equip the entire school. The Chromebooks were in-house already, so they gave them out. Then we gave Chromebooks to Alexander Hamilton Academy for their middle school that we had in stock. We didn't have enough money and we didn't have enough Chromebooks for every single middle school.

Ms. Shafer: (Comments were inaudible) Dr. Hani and School 15 came with one-to-one devices so we gave them all out. We didn't purchase and give certain schools. We stuck to the high schools and the middle schools, but the primary grades below the middle school, k-5, some of them already had one-to-one. Instead of handing them the packet when they were used to doing one-to-one, we said let's push everything out that we have in the schools. That's what we did. The new orders are for middle school and then we move on.

Ms. Peron: The purchase that we made for the middle school was only \$500,000 worth. What we did with that purchase was to give it the schools.

Comm. Capers: (Comments were inaudible)

Comm. Redmond: Based on the policy that was sent out prior to the Chromebook devices, if you look you can't. There was a policy that was passed prior.

Comm. Simmons: It's not a state policy. You're not going to find a policy from the state that forces the student to take the device. There are requirements that are attached to taking the device. If I sign the agreement and something happens to the device, I'm responsible for that device. If I don't want that responsibility, I'm basically telling the district that I don't want the device, but I also have the need to access the work.

Comm. Simmons: Every state in the country is getting Chromebooks.

Comm. Capers: They're taking our money and we order it, but they're not going to tell us when we're going to get it?

Comm. Simmons: I believe Chris has a roundabout date, but it's still on backorder.

Comm. Capers: I get it. I understand that. What is a roundabout date? Are we going to get it in a month? Are we going to get it in September? We just can't say it's on backorder and we're going to take the money.

Mr. Chris Lewis: They're saying end of July or middle of August.

Comm. Simmons: I don't know if it's enough to cover every building.

Ms. Shafer: As time goes on, we need to follow up with the vendor. When is the middle of July and end of August going to become definite? And if it isn't, I really want to have as many students as possible from the middle school down to have a device by September 1. We don't know what's going to happen. We don't know if the guidance is going to be the DOE is putting a parent survey out and one of the options is would you send your child to school if schools open up. It's about a 10 or 15 question survey that just came out this afternoon. I say that to say we don't know what's going to happen and we need to make sure that pre-k to 12 have a device by September. We may have to look at those 3,500 if at some point during the summer we can't get a definite date.

Ms. Peron: Can I just say another point? At this point, phase 5 was already out so instruction was on paper for the kids that are having paper packets. We are also conducting summer school and it is going to be virtual for grades 3-8. Some of those third graders through eighth graders may not have a Chromebook and we may need to redistribute from the high school.

Ms. Tsimpedes: Good evening Commissioners. I just wanted to bring to you an update regarding the virtual learning plan. The last time I presented to you regarding a virtual learning plan was back at the end of April. We were moving forward with updating remote learning via the Google Classroom. Since then, I just want to bring some numbers to your attention. When we created the virtual learning plan for May 4, Ms. Shafer wanted to create an email distribution where teachers can reach out if they have any questions with regards to the plan that was put forward to them. Up until today, we only had 20 inquiries from teachers. The majority of inquiries that came were about Google Meet, about asking for privacy measures which we were able to address, and making sure that students did not linger afterwards. Other issues were about additional professional development for them, which we addressed and I will give you some hard numbers. To say the least, teachers have been working towards understanding Google Classroom and G Suites for Education. It's not just Google Classroom. There are different components of G Suites for Education that helps teachers in the classroom with regards to grading, instruction, and gathering data. As of May 4, academic services have provided 76 professional development sessions to our teachers. We have had 2,393 participants. That is amazing. There are some people who are taking advantage of attending other sessions based on their level of learning. Now you have teachers who have not had Google Classroom in their fold because they didn't have devices and now they are moving towards that platform. You also have teachers who may have had a platform but may not know the nooks and crannies of what Google Classroom can do for you as a teacher. We have also had professional development in terms of content-specific technology that can be addressed through Google Classroom as well as just technology in general when we're talking about 21st Century learning. We have had teachers participate in Google Forms, Google Meets, and utilizing the different extensions that are offered in Google apps that makes it better for teachers to incorporate into their day. We are continuing our professional development sessions on Tuesday and Thursday afternoons for our staff. We have extended it for all, not only for schools and teachers. This is inclusive of instructional assistants and all staff in the building because we need to prepare our entire district to be a Google district and that all comes down to having the technology available in the building. We can't have half doing it and the other half not. We all have to be consistent and that's what we are going to be in September. One of the most important things we want to do this year was gather that feedback. What is it that the teachers want additional feedback on? A lot of them are doing their homework and looking into whether it's on social media or all the hype about Google Classroom. How do you do this and how do you do that? We're implementing those PD sessions. This is not something you just do one time and forget about it. This is going to be ongoing. For the remainder of June, we are looking at the schools that do not have devices and we are setting up professional development specific to that school so that when September comes, we can't have some say they did not receive training. It is very important that everyone is on board when it comes to moving forward with remote learning in September because we don't know what it's going to look like for all of us. We also have our state-mandated training system that we utilize. Some of you know it as Hibster. Many of you are familiar with the Hibster platform. Through Hibster, we have Onspire, which provides professional development to our teachers. We inquired with them and they were able to incorporate Google lessons into their platform. Our teachers have been attending those sessions and they all receive a certificate. We know that they are participating and we have the evidence

via their certificate which they include for their PD plan. When we came about with the remote learning, all of us had to change the way we do things, inclusive of central office, on posting meetings and therefore. In our virtual remote plan, we included having Google Meets for the classrooms. As of March 17 when we started, we have had 10,862 Google Meets. That includes central office, principals meeting with their teachers, and teachers having sessions with their students. Another number stands out quite drastically. We had Google Classroom prior to the COVID-19. It was sporadic based on technology. As of March 16, we've had 2,761 active classrooms. I am happy to report to you today. This is as of March 16, not today's date. I'm going to give you two numbers. As of today, we have 5,677 active Google Classrooms. We have doubled and we anticipate continuing that number to grow as teachers become more comfortable. Obviously, in September, when everyone will have a device, it will be inclusive of every classroom.

Comm. Simmons: Just repeating so that people can hear, Comm. Redmond wants to make sure that those numbers are posted on the district website so that parents can see them. I know why she is saying that and maybe we can address it later at some point. There are parents saying that their children aren't interacting that way. I don't know if those children don't have a device. I don't know how teachers are communicating with children that don't have devices, phone call or email. That is why she is saying that, because a lot of parents have been coming to Board members with those concerns.

Ms. Tsimpedes: Absolutely. We can definitely update those numbers.

Comm. Simmons: I'm just repeating. Some of those concerns are parents who don't have devices and they're complaining that there's no communication at all or it's infrequent. I'm letting her finish.

Ms. Tsimpedes: As of March 16, there were 2,761 active classrooms in Google. As of today, we have 5,677 active classrooms. That being said, we have definitely seen a shift in how we teach and it is a large shift. I repeated this before the entire presentation. It's not only just the children who have to adjust. Teachers and families at home are providing the support to their children. The students do need guidance, especially if they did not have Goggle Classroom prior. We understand that there are many schools that do not have devices and are not receiving new material. Dr. Hodges, I know that's a huge concern for yourself, but it's for all of us as well. What are we going to do in order to ensure that our students upon returning in September we try to fill that loss of learning? This summer, our supervisors are revising the pacing guides for the month of September for the core areas of math, ELA, and we're looking at science also, to ensure that the major standards, the core concepts that were to be taught to our kids at the end of third marking period and all of fourth marking period, pick those major power standards as we like to refer to them and include them into our curriculum for the next grade level. Students in fourth grade will be seeing third grade material for the month of September. It's important that our students master those power standards in order to be successful in fourth grade. There's going to be a lifetime there because you're talking about taking now March 17 through June 19 and filtering out the most important standards for these students in order to be successful. We're looking at a month, but we're also looking at using intervention periods in the buildings as a means to address the standards that students are lacking because of the loss of learning. I also want to say that we also have students who we still need to continue to enrich because we do have the other side of it also. As you mentioned, there are students who are learning new material versus students who did not have the new material. When you're mixing classrooms and you have kids coming from different

schools, this is where differentiation plays a key role and this is how technology is going to assist us with teachers being able to assign specific paths and videos to students in Google Classroom that are at a higher end versus the students who still need to bridge the gap. It's going to take a while. We're working now for summer school, putting something together also for all students to continue that learning at home during the summer. As always in the summer, there is that slide, as we say. Now you have the loss of learning from March to June. We have a huge task ahead of us in order to make sure that our students next year make up for this loss of learning as best as possible.

Comm. Hodges: You're looking at March, April, May and June. That's four months.

Ms. Tsimpedes: Three. Spring break is in there.

Comm. Hodges: You're giving them a significant enrichment in September, October, and November. How do you track those students?

Ms. Tsimpedes: You have to also look at the standards that build one on top of another. If you're learning something in third grade and you know that standard continues in fourth grade ELA, you're going to build upon that. You're not going to teach it in isolation because you can't afford to teach it in isolation. You have to pick up where they left off. Now the fourth grade teacher will need to know the third grade curriculum in order to understand what the kids were lacking and what they should have been taught in third and fourth if they were not. I'm not saying it's just the month of September that we're looking to address. We're looking at intervention which is going to be consistent throughout the school year. Students have intervention periods within their schedules. During those intervention periods, we're looking at how we're going to assess our kids when they come into the buildings in September and then use that as the basis to identify the standards and skills that are necessary in order for these students to progress. There's no direct prescription that you can say that is going to get our kids here. We have third, fourth and fifth grades all on different levels in the same grade. There are fourth grades who are working on different modality levels and so forth. We need to ensure that our teachers have data to support what they're doing in the classroom. We need data to drive the intervention that's going on. We also need enrichment to occur because we can't stagger the growth also of the students that were able to continue to push forward.

Ms. Tsimpedes: It will be easier to track those because we know the schools that did not have the devices. Within a building, you're able to see when you have kids coming from different schools. If you're a feeding school, we can then easily say these are the students that had difficulty. We also keep missing out on an important piece of data. We have their data from marking periods 1, 2, and 3. That data is helping us to determine the students that are going to summer school, who we are recommending for summer school. That data will also follow with the teachers in September so that they have an idea of where the kids were before COVID. If they were already falling behind prior to COVID, we know those students are even more susceptible to fall further behind. We have data points already. We have our marking periods 1, 2, and 3 which were their actual grades that they had in the classroom prior to the health-related school closure.

Comm. Simmons: When we make the recommendation for summer school, that's normally at the end of the third marking period?

Ms. Tsimpedes: We start pulling the data at the end of second. COVID happened and then everything's shuffled. When we decided for the third marking period that we were

going to use the cutoff of March 16, then we started running the numbers. I believe I mentioned this in a prior presentation. Summer school this year will be virtual. We need to ensure that we provide the devices. I believe Comm. Arrington was asking about the devices that were remaining. We also have to provide that to the students for summer school regardless if they were a school that did not have devices issued to them this year. We need to ensure those students are provided devices in order to be successful in summer school. That data from summer school will then be provided to the teachers and the principals in September so that they have a basis for those students that were recommended to go to summer school because their average prior to COVID was a recommendation for summer school.

Comm. Simmons: Just for point of clarification so that people understand where we were prior to school closing. We were in the third marking period, but how much time was left in the third marking period?

Ms. Tsimpedes: The third marking period, if I'm not mistaken, was ending in the beginning of April but one week of that was unit assessment. It was only really a week of true instruction. That's why the decision was made to end the marking period at March 16 and then just go into the fourth marking period. I believe it was April 2. There was a two-week difference and one week was assessment and SGOs. We have to remember that too. It's not only unit assessment, but you also have student growth assessment that had to be administered at that time too. That's why the decision was made to close it out earlier. All students will have intervention. Specifically, the students who didn't have packets and also for the students who attended summer school and had that gap and their average was not on par, those students will be participating in intervention as well. Intervention is all year, Dr. Hodges. Intervention is built into the schedule. It's from September to June.

Comm. Capers: Regarding the numbers that were given, do we know the student participation rate?

Ms. Tsimpedes: I can get that from Chris Lewis. He can tell how many logged in. That's where I got the numbers from. I wanted to be able to see what the increase was from when we had the health-related school closure until now when we mandated those with devices. Obviously, we do see that there's an over 100% increase.

Comm. Capers: Do you have that per school?

Ms. Tsimpedes: I can get that. You have to break down every period that the child had. If the child has seven periods of instruction in high school, that's seven different meets. A child won't have seven periods in elementary, they'll have four. They'll have a block of ELA, science, math, and their special. They'll have maybe four. We can look and see what would be the actual, but you can't go by homerooms. You can't go by the number of homerooms because homerooms are just one. We can get that data.

Ms. Tsimpedes: They're supposed to meet with their kids, regardless of the type of teacher you are. A teacher is a teacher. If your child has that schedule, then it's recommended that the teachers conduct the Google Meet with the students who are in that class period.

Comm. Capers: Are the principals monitoring the student participation?

Ms. Tsimpedes: There will be administrators, principals, and vice principals. One of the things that had to happen was that the admin was invited to the Google Classroom so

that they also can see what's going on and have a part in that. The other thing that we're doing for September when everyone will be on board with having devices is we will figure out a way to have supervisors, principals, and everyone have access to Google Meet and then drop in. In reality, if you go to remote learning you can drop in and do a walkthrough through a Google Meet. We're working on that for September to have that implemented.

Comm. Capers: I don't know if it's mandated, but are they recording every lesson?

Ms. Tsimpedes: Not everyone is recording it. That's why they were attending the PD sessions, to understand all the logistics of how to use Google Meet. They're also putting videos in their Google Classroom. I can't say that every teacher is doing it, but I know that we have teachers input that information in Google Classroom. You may have students who may be working themselves physically. The students need to be able to access the information that was presented at an earlier time for them.

Comm. Capers: Are teachers coaching each other?

Ms. Tsimpedes: There are people in the buildings that have been identified to be their go-to people by the principal. Not only that, but we also have teachers who volunteered to provide sessions to their colleagues. We actually have teachers who are providing sessions to colleagues and providing information as they need it. We have a very good group of people that have been providing the professional development to our teachers. We're looking at the teachers that excel in using it and they'll be our models. Here's another piece I want to share with you. One of the requirements in order to do summer school is that you have to be proficient in using Google Classroom and G Suites for Education. You have to provide a demo for us so that when we're selecting the teachers, they are ready to move with virtual learning and not start from scratch.

Comm. Capers: So that's a requirement?

Ms. Tsimpedes: Yes. Moving forward, any type of after-school opportunities that we have or even summer school there needs to be a comprehension of using Google Classroom. We can't go any other way. We've asked for demos. They have to allow us to go into their classroom and it's the same thing for high school and for elementary school. Moving forward, we have to make sure that the teachers we hire for extracurricular things, inclusive of academics, have an understanding of how to use Google Classroom.

Comm. Simmons: Are there any other questions? Thank you.

Ms. Tsimpedes: Thank you everyone.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, the State of New Jersey (the "State") will again delay the receipt of the State aid payments until fiscal year 2020/2021; and

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "Board of Education") needs to borrow the June 2020 State aid payments in the principal amount of \$23,500,000 in order to meet its cash flow requirements for that period; and

WHEREAS, N.J.S.A.18A:22-44.2 allows New Jersey school districts to enter into short term loans with banks of their choice because of the delay in the June State aid payments; and

WHEREAS, all borrowing under this statute requires the approval of the New Jersey Department of Education, requiring the Board of Education to submit a written application and a demonstration of need for such borrowing; and

WHEREAS, the principal and interest on approved loans will be paid directly to the Board of Education by the State, and the Board of Education is responsible for repaying the note and related interest to the lending bank; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby authorizes or ratifies the School Business Administrator, or his designee, to submit the necessary application and supporting documentation to the Passaic County Executive Superintendent to obtain funding in the amount of \$23,500,000, together with interest thereon, at the rate of \$4.5% per annum from TD Bank and authorizes the execution of a "State School Aid Anticipation Note" with the lender to undertake the borrowing; and

NOW, THEREFORE, BE IT FURTHER RESOLVED, that this resolution shall take effect immediately.

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 1 be adopted.

Comm. Simmons: So that you understand what this is, this will cover payroll and bills through the summer.

Ms. Shafer: Yes.

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 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

Resolution No. 2

WHEREAS, the Board of Education (the “Board”) has a duty to comply with all applicable public contracting laws, and to prevent and address possible violations;

WHEREAS, the Board voted to award a contract for Security Consulting, RFP-403-20 RB(3) to Strategic Operation Strategies Consulting, LLC on May 20, 2020, after soliciting competitive proposals pursuant to N.J.S.A. 18A:18A-4.3;

WHEREAS, subsequent review of the solicitation and award process revealed procedural defects that may violate the New Jersey Public School Contracts Law, N.J.S.A. 18A:18A-1;

WHEREAS, these procedural defects cannot be cured without Board approval to rescind the award, cancel the unexecuted contract, reject all bids pursuant to N.J.S.A. 18A:18A-22(e), and immediately go out for re-bid.

NOW, THEREFORE, BE IT RESOLVED, that the Board rescinds the award made in connection with Security Consulting, RFP-403-20 RB(3) and the contract offer made to Strategic Operation Strategies Consulting, LLC;

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Board rejects all bids submitted for Security Consulting, RFP-403-20 RB(3) pursuant to N.J.S.A. 18A:18A-22(e), and authorizes the Superintendent and her designee(s) to re-bid this project immediately.

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

Comm. Capers: Why are we doing this?

Comm. Simmons: Boris can explain, but there was an issue with the bidding process. When they opened the bid, there was something that we got that wasn't done. It has to be done again. Can you briefly explain the irregularity in the opening of the bid?

Mr. Zaydel: Sure. The irregularity isn't just in the opening of the bid. It's also that we waived the criteria for an evaluation. You have to disclose that when you are creating a criteria to bidders, either in the specs or at the bid opening. That was not done. Also, the evaluation needs a recommendation and it is the Board's role to either accept that recommendation or not vote on it, not to select something that was not recommended. For that reason, this needs to be rebid. It should be a quick process. The advertisement will be posted as soon as this resolution gets approved.

Comm. Capers: Why wasn't it done?

Mr. Zaydel: Why wasn't what done?

Comm. Capers: You said the evaluation part of it.

Mr. Zaydel: I think it was just an oversight.

Comm. Capers: A district oversight?

Mr. Zaydel: Yes.

Comm. Hodges: This is not an unusual process. How do we avoid that from happening again?

Mr. Zaydel: You have a checklist. It just has to be one of the items on the checklist.

Comm. Hodges: So moving forward, that's changed.

Mr. Zaydel: Yes.

Comm. Capers: That's what I'm saying. Somebody's mistake can cost the district money.

Mr. Zaydel: That is always the case and thankfully we averted a costly mistake.

Comm. Ramirez: This contract was for what?

Comm. Simmons: Security.

Comm. Ramirez: Who has the oversight in not doing this thing correctly?

Mr. Zaydel: I'm not sure. What I can say is it came up in a review after I got an OPRA request for the proposals and the evaluation that we picked up inadvertently but fortunately.

Comm. Simmons: Are there any other questions?

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

- Self
- City of Paterson
- Transportation
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- Self

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- Self
- Berkeley College
- City of Paterson

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Comm. Teague

- Self
- YMCA

OTHER BUSINESS

Ms. Peron: It was really a committee effort and the work that went around it. Today we prepared the guidance for our role as principals and teachers around the grades. I just want you to keep in mind that this is a pandemic we're dealing with. It's something that's unprecedented and never has happened before. When we're grading, we have to have all of that in mind and go into it with empathy, grace, and understanding. Our students, our teachers, and our parents are going through a lot during this time. We

have three scenarios in the elementary school. Some students have paper packets for all phases. Some students have paper packets for Phases 1-3 and online learning for Phases 4 and 5. Packet review came to central office for the four phases. Phase 5 is going to be collected next week when we give out our last packet. Principals will receive an updated student roster on their principal Google Drive. We're putting together a spreadsheet of all the schools. It's a workbook and in the workbook each school is going to receive all their grades with their student rosters, who has submitted a packet, and who has not submitted a packet. The requirement is that all five phases need to be graded and then put into Infinite Campus. Infinite Campus is our system for grading and reporting. All the assignments for the paper packets are going to be pre-calculated for the teachers in their grade book. At this time, they are going to receive only the information about packets 1-4. Throughout the summer, we're going to continue collecting packets and give the opportunity to students and families to bring in packets either to 90 Delaware or a distribution site. The goal is to capture up to Phase 4 so we can assign a pass or incomplete grade for every student by June 12 for the fourth marking period. They already were graded on three marking periods and they received their report card. What's needed now is the last marking period which has been the entire time through COVID. They need to complete marking period four and then we need to calculate the final grade for students. The MIS Department is working on a process for grade changes because when we do receive packet five, we want to give the students credit for that. Every student will have an opportunity to make up the packets and assignments that they failed to submit. No student will be assigned a failing grade. They should be permitted to make up any missed or failing assignment upon return to school. Student grade changes will need to be completed if they hand in additional packets during the summer or upon return to school. We will continue collecting packets at 90 Delaware. In Infinite Campus, we have two different types of grading systems. One is for k-2 as their standard base, and then the second one in elementary for grades 3-8. The standard phase for scoring the packets is a score of 2, 3, or 4 and it depends on how many packets are submitted. You have to keep in mind that the packets are being returned to 90 Delaware. A teacher is not sitting and going through their packets. They're not correcting work. We're grading on the completion and not accuracy. Those will be the grades that will be assigned to the lower grades. The grading process for paper packets for grades 3-8 will be a P for passing. If you have submitted three packets or more, you will receive a passing grade. The passing grade was determined to be an 85, which is a B. If you returned four packets, you will receive a passing grade of 89, which in our typical grading scale would be a B+. If you return all five packets – but at this time none of our students are going to return all five packets unless they're online – we will need to do a grade change and they will receive a 90, which in our regular grading scale is an A-. As I said, we have to think about the circumstances, we have to think about how we could not gather all that work and hand it out to teachers for them to grade. We couldn't scan them either. The volume of work was too much. Although we did pursue that avenue, that would have cost us \$800,000 to do. We made a determination that the \$800,000 would be better spent on Chromebooks for the future. The students with virtual packets are going to have an actual grade. They're being assigned and their teachers are seeing and receiving their assignments. They will be graded on their actual work. However, if they receive anywhere between a 63 and 84, it is going to be converted to a passing grade, which is 85. The final grade will be the calculation of the averages for all of the marking periods and marking period four, and all of that is pre-calculated into the system. We also put out a statement about retention. All recommendations for retention are going to adhere to our typical guidelines in our promotion manual. As per the promotion calendar, parents must be notified of the possibility of retention by the end of the second marking period which passed. Should that student still be in danger of retention after specific intervention, the parent must be notified via the third marking period through the

progress report and the report card. It's not a conversation. It's a letter. It's a formal notification. If these steps have not occurred in addition to a timely referral to our intervention and referral process committee, the recommendation for retention will not be accepted by the assistant superintendent or central office. There will be no new recommendations for retention based on fourth marking period which was based on remote work.

Comm. Teague: We have a lot of students who get the physical packets and they're struggling with it. How is that rated? Is that the same system?

Ms. Peron: It will be based on submission and completion, not on accuracy.

Comm. Teague: The second one is related to IEP. You have a lot of parents who are not updating their information. The child study team is trying to reach them to go over the student's IEP. How do we get a message out to the parents about updated information? The child study team is trying to get the information, but it's either no service, disconnected, or wrong number. Is there a way to get the message to parents?

Ms. Shafer: We can get it out on social media.

Comm. Teague: Okay.

Ms. Shafer: I don't want anyone to say that special education students were eliminated from Chromebooks. If a school received Chromebooks, then special education students in that grade received them as well. If we did a complete school, everybody received them. Through the school that they go to. We pay them tuition so they provide the instruction through Chromebooks or whatever. I know Cheryl has been in touch with the out of district sites so she can tell us.

Ms. Peron: The grading in the high school as you know is different. We have two scenarios at the high school setting. Some students may have paper packets only for Phases 1 and 2, and work via Google Classroom. Then some students may only have online work for all phases in Google Classroom. The requirement is for all phases to be graded and that the grades be input into Infinite Campus. They too will receive an incomplete and they have an opportunity with a reasonable amount of time at the start of school to submit the necessary work for credit when school reopens and a grade change will be necessary. In the instance that they submit a paper packet they will receive a passing grade of 85 for submission. Students submitting Google Classroom assignments will also be given the opportunity to receive an 85 or better. If their work is better than an 85 and they hand in work that is 100% accurate and they receive 100 points on that assignment, then that's the points that they will receive. However, no student will receive less than 85 for online work submitted. If their overall schoolwork is in the range of 63 to 84, Infinite Campus will automatically change the value to 85. We're giving an 85 to a student who hands in a paper packet. We have to try to be fair to all of them. In high school, it's simple. The calculation of the averages for the final grade is the same as elementary. We take into account all of the marking periods for the final grade. For the GPA, which is more important in high school, we froze the GPA for the first three marking periods and we're going to keep that on record for the students. When marking period fourth grade comes in, we are going to calculate the GPA again with that added grade. The student will receive the greater GPA. That's basically it.

Comm. Simmons: Are there any other questions?

Ms. Shafer: Everything is on June 19.

Comm. Hodges: By the end of July, we should have all the Chromebooks for students?

Comm. Simmons: End of July, early August is the date for delivery.

Ms. Shafer: We're going to make sure that we get them out by September. That's our goal.

Comm. Hodges: When will we know that every student has them?

Comm. Simmons: I'm assuming that is based on the date of delivery.

Ms. Shafer: We can inform the Board. We can put it on the website when your delivery comes in. Then we have to get them ready and we'll have the schedule of dissemination.

Comm. Capers: Let's say it comes in Monday. What's the timeframe until it gets to the student?

Ms. Peron: All we have to do is take the serial number and track it to the student and to the school and provide the loan agreement. Really, we can turn it around quick because they are already packaged with the serial number outside of it. We just have to mark down a student with a serial number.

Ms. Shafer: We'll take a look at it. I know we don't want to spend any money, but it is important to get the Chromebooks out. If we have to call in a couple of subs to help us do that, we're going to do what it takes to get them out by September 1.

Ms. Shafer: What is the turnaround when the parent comes in?

Comm. Simmons: Are there any other questions?

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS PERSONNEL

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

The Board went into executive session at 8:46 p.m.

The Board reconvened the meeting at 9:52 p.m.

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

ADJOURNMENT

It was moved by Comm. Martinez, 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 9:53 p.m.