

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

June 10, 2020 – 6:03 p.m.
Remote - Zoom

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. 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:

**Workshop Meeting
June 10, 2020 at 6:00 p.m.
Remote - Zoom
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Update on Addressing New Jersey Science Assessment Scores

Ms. Joanna Tsimpedes: Good evening Commissioners. Tonight is a recap of the NJSLA science presentation we did back in May regarding the scores that came out. One of the charges that came to the Division of Academic Services was to put a plan together as to what we are going to do to increase our NJSLA science scores inclusive of also increasing instruction in the classroom according to the new standards that have

been just adopted by the State Board of Education at the beginning of this month, and inclusive of all the professional development that we have been doing with our teachers to ensure that our classrooms are indeed following the model of the New Jersey state adopted standards with regards to teaching engineering practices to all our students. Tonight's presentation will be conducted by myself and the Science Supervisor, Lakisha Kincherlow-Warren. She will talk to the Board regarding the professional development that has taken place this year and what will be taking place next year.

Ms. Lakisha Kincherlow-Warren: Hello everyone. Thank you for this opportunity to share our plans and goals for our science teachers in the district. I'm going to start first by sharing what we did this year in 2019-2020 prior to the district closure. We had Vernier Probeware training for our high school teachers. This training allowed teachers to use probes with their students to gain real time data so that students can analyze experiments and different variables. We also had a defined STEM professional development for grades 6-12. This is our project-based learning program that we have in the district. This targets investigation and critiquing skills. Students have the opportunity to use the knowledge and content that they learned in their classes and then they take that knowledge and translate it into a project-based learning task. We had sense-making and science language development for our k-8 teachers this year. This piece helped teachers work with students to see what is their understanding of current concepts and having students push each other to get clarity on ideas that they're sharing in class. We also had a FOSS map assessment PD. This is an online test or assessment program for our 3-8 teachers. It allows students to take their test online and the system provides data for teachers to determine what level understanding the students have of a concept. Teachers can look at the data and determine if this is an area where they need to review, reteach, or just enrich. We also provided FOSS Unit III module training for new science teachers in the district, teachers who may have been moved between grade bands. Each grade band has different expectations for students such as k-2, 3-5 and 6-8. If teachers were transferred between those grade bands, we provide FOSS training for them so they know what the expectations are for those students in that grade level. We also had Pierson Science Maker Crate professional development. This was collaboration between our teachers, technology teachers, and science teachers in the district. They were part of a program and they worked collaboratively on lessons. Now they have these Maker Crates to continue the collaboration this year. Last for this year, we had our science lab safety, which is an annual training showing science teachers how to store and label chemicals and protect themselves from different hazards that may be in the science lab. For our upcoming school year, we're going to continue with the same training. In addition, we're going to add two more pieces for this year – modeling in the secondary classroom and using storylines with a driving question board. The purpose for modeling in the secondary classroom is that we want our high school students to begin drawing models of their understanding of concepts and sharing them. This will allow them to discuss their models with their peers and their teachers. It also helps push for understanding and clarity. If a model isn't clear to students on how it works, they can push each other, critique it, and help create a better model. We're going to have this as training or professional development for our teachers this year to get our students talking and sharing their ideas and creating models that clearly explain the concepts that they're learning in class. For our elementary students, we're going to use storylines with driving question boards. Our k-8 FOSS program provides a focus question to help guide the teacher. If we also add student questions about that phenomenon or concept, it is going to build student agency. Students are definitely going to be more involved, motivated, and engaged to learn and investigate that particular concept. We're going to try this strategy this year and we're going to see how students embrace it and engage with it.

Ms. Tsimpedes: Another major piece that we are looking to do in 2020-2021 is the curriculum revisions. As I just mentioned, the state has adopted new updated standards for science that are to be implemented for 2020-2021. However, we're starting the work this summer to ensure that we're ready to go and our teachers are equipped with the necessary tools to be successful in the implementation of the new curriculum. For primary k-2, we're revising the pacing charts. We've created a new district template that makes it easily accessible to teachers and easier to maneuver around. We're including all 12 of the career readiness standards. These skills outline for individuals what they need to be able to adapt to, reflect to, and also be proactive in their life and careers. We need to start getting students to think about from an earlier age what is it they want to do when they grow up. We're aligning the 2014 standards with the adopted 2020 standards. We're updating our interdisciplinary connections. As Lakisha mentioned, we have a defined STEM professional development that was offered this year and will continue to be offered next year to embed STEM-based projects across all disciplines so that students can see the actual connections that are occurring. As well as seeing the tie-in for math, ELA, social studies, and other content areas. We're updating the storylines for the NJLS. We're updating suggested instructional resources based on new resources that are coming out that are proving to be beneficial to our teachers. In elementary grades 3-5 it is a similar outline of what we're doing for k-2. In middle school we're adding two PBLs to replace the Unit I Engineering. We're also revising the pacing charts to be inclusive of the changes that are coming from the state. We're also ensuring that our students continue to make that connection across all discipline areas to see the importance of science across all content areas. In high school, we're revising the technology standards to be aligned inclusive of the resources. We had the Vernier Probeware that we purchased and we need to ensure that all of the new resources and materials that we've purchased are implemented and actually utilized in the classroom. Our annual school plan goals are tied around professional learning communities going outside of the scope of just math and ELA. Science is where we're looking to head towards. These are the topics that are suggested recommendations to our teachers who not only teach science, but also other content areas and can become inclusive. Sense-making and student discourse, formative and summative assessments. That is a big one as we saw that the NJSLA for science has changed drastically from what NJASK was. As I explained in the last presentation in May, it goes beyond just simple recall. Now students are applying what they're learning and actually thinking about how things are applied in phenomena. We also have note-taking that is going to be a focus in scientific modeling. Project-based learning is also a continuation as defined STEM is going to be another of the resource tools that will be utilized next year, and equity and access for all our students inclusive of devices, technology, internet, and materials. This is the recommended district k-8 science schedule. The state does not have a mandated amount of time for science. The only one that does have it is physical education. As a district a few years back, we suggested these are the recommend times that our students should have access to instruction of science. In k-5 we're recommending four times a week 40 to 45-minute sessions, or two times a week 80 to 90-minute blocks. This allows teachers to go further and complete experiments and lab work in the classroom, especially with FOSS which does lend itself to that. In grades 6-8, we're recommending five times a week a minimum of 40 to 45 minutes, but we also see where principals have created a block where it's three times a week for 90 minutes. As we do every year, the assistant superintendents review the schedules to ensure that the time is allocated for science instruction. We know how important it is and it is not just about math and ELA in schools. We need to ensure that our students are provided the time for science. We have seen a drastic increase in the amount of time that students are provided science instruction, specifically in k-5.

Ms. Kincherlow-Warren: We're going to prepare an NJSLA science resource for our teachers in grades 5, 8, and 11. We are going to use the release practice test items, the adopted 2020 science standards, additional release items from the NJDOE, and the district and school evidence statements. The science department team will provide support in these areas. Our teacher coordinators will continue to provide instructional support to k-5 teachers. They will join PLCs to support them or advise teachers on the topics that were presented earlier. They will also be key in presenting the 2020-2021 professional development on sense-making, project-based learning, driving question boards, and also the FOSS program. They will perform support observations with their teachers and arrange co-teaching lessons if necessary. Our supervisors will focus on instructional support in grades 6-12. They will also be providing the professional development for this upcoming year in sense-making, modeling, project-based learning, Vernier Probeware, and FOSS. They are also supporting 6-8 so the FOSS program is a part of that grade level. They will continue to perform their walkthroughs to ensure fidelity of the curriculum and PD implementation. We are currently evaluating two textbook companies to see if they meet the needs of our district and support our teachers in this shift in teaching and instruction. We're looking at the high school biology, chemistry, and physics programs.

Ms. Tsimpedes: I wanted to touch upon one thing that Lakisha mentioned with regards to the supervisors. This is the first year that we had our high school supervisor provide support to our middle school teachers. One of the things that we've been noticing in the last few years is we are losing our middle school science teachers at a rapid pace. In order to alleviate that and retain our teachers, one of the things we felt we needed to do as a district was to provide the content support to our middle school teachers outside of the support provided by the admin team so that they themselves can actually get one-on-one conversations on how to improve their content abilities, instructional practices, as well as provide them another avenue for collaboration and support. When you are the only middle school teacher, you have no one to collaborate with in a building. It has shown to be a great success. I'm weighing that on the feedback we've received from teachers as well as from the supervisor with the conversations that have been taking place regarding the instructional practices and content support that teachers feel they are now receiving. They have a supervisor dedicated to their building for middle school, which we didn't have in the past. We had one district supervisor which made it hard for that one person to get to all 30-34 elementary science teachers. Now, they all have an avenue of support and a content supervisor that visits their buildings periodically. One of the most important things we need to remember is in science it's not so much to obtain new facts but to discover new ways of thinking about them. That is what we want to instill in our students, to not just know about the facts, but to do the questioning and why things occur, rather than just accept them as is.

Comm. Hodges: What did the science test tell you was wrong with our science program in the district? I don't know how the changes relate to what problems the NJSLA showed the district. We had common core, which had fewer topics but greater depth. It enabled you to be better versed in the areas that were being covered. That apparently did not happen. I'm trying to find out how the changes that you're making address what this testing showed you. What were the major areas of shortcomings in our recent approaches that you're now going to fix via these changes?

Ms. Tsimpedes: Dr. Hodges, we are still awaiting from the state the release of the evidence statement resources which are aligned to the standards. Once we have that piece of information, we can then dig deeper into the actual content to see where it is that we fall short. Is it physical or life science? I'll use math and ELA as an example. We received the evidence statement resources which tell us how our school and district

fare against the state, as well as where our areas of need are. We are waiting for the state to release that document to allow us to dig deeper into our curriculum as well to see what additional changes need to be made. We were informed that those documents should be coming out in the summer for us.

Comm. Hodges: This plan then is over and above the actual problems that are demonstrated by the test.

Ms. Tsimpedes: Yes. The plan that we put in place was also based on the state recommendation for the standards that were adopted as well as for ourselves looking at the curriculum and soliciting feedback from our teachers and supervisors of where the areas of change need to occur in terms of what we need to strengthen in our curriculum. Also keep in mind that our curriculum is a working document. It's a living document that we continue to change based on the feedback that we receive. Once we receive the evidence statement resources, just as we did with our math and ELA curriculum, we're going to create a document for our teachers to refer to as an instructional tool to help their practices in the classroom, as well as identify the problem areas when it comes to weaknesses in instructional practices with identified standards based on the data.

Comm. Hodges: What am I supposed to understand about this new approach? This is supplemental approaches which may or may not address what the data will show down the line.

Ms. Tsimpedes: In all fairness, this past year we implemented a variety of professional developments that were geared around the New Jersey Student Learning Standards. Unfortunately, due to COVID we were not afforded the opportunity to take the assessment, which would have shown what impact it had in our assessment. We've done a lot this year. The supervisors and teacher coordinators have been working alongside the teachers to help the understanding and implementation of the curriculum. However, we will not have that data given to us because we did not take the assessments to show what exactly transpired in the classroom with the staff in terms of professional development, teacher-embedded training, coaching, and so forth. Our hope is that the continuation of the strategies we put in place this year with the continuation of next year will afford us the opportunity to show the increase in our scores next year.

Ms. Shafer: Joanna, is it safe to say that this is just part one of how we're going to increase the assessment scores? Part two is once we get the evidence statements from the state, we dig deeper into what areas our students did not do well on. That will become part B, and then together we will have the whole plan. Right now, this is just one part of it until we get the rest of that detail from the state.

Ms. Tsimpedes: That's the New Jersey evidence statement resource that we put together for our teachers for math and ELA. We're going to do the same for science. We need the evidence statement resources to give us a better understanding of the actual standards and evidence statements where we fell short. That usually comes out in the summer and then we will work on that and that will be provided to the teachers. Depending on when the state releases that, then we will get it into the teachers' hands as soon as possible.

Comm. Hodges: That's a little bit different than what I got from the presentation. If you had said that to begin with, I would have understood and we could have moved on. My problem is I want to know what you're fixing. I want to know what went wrong and how

what you're planning to do is going to correct or strengthen what has taken place and has not worked. That's what I'm struggling to understand.

Ms. Shafer: Dr. Hodges, I hear what you're saying. I want to emphasize it's really two parts. What they submitted today is what we need to address, but the specifics of the standards of what the students did not do well on is the information we will get over the summer. Like we did with language arts and math, we will have a team dig deep into that. Why did our students not do well on it? What do we need to correct that in working with the teachers so that the students can achieve those areas? When you put that all together, you'll have a complete plan.

Comm. Hodges: Now I understand that better and I wait for a report which says this is the area that our children didn't do well on and this is how we plan to address those areas in particular. That's what I'm looking for.

Ms. Shafer: Correct me if I'm wrong, Joanna. When you get that information over the summer, that's what you'll be doing.

Ms. Tsimpedes: Based on the evidence statement resource guide that we put together you will be able to see the areas. We have targeted the areas our students did poorly in and then we provide teachers with instructional strategies to improve those areas. We also provide them with sample questions that they can refer to when teaching those standards.

Comm. Hodges: Okay. We've had summative assessments, did we not?

Ms. Tsimpedes: Not for science. Summative assessments that occur for science are the NJSLA end of year. SGOs as well, but they did not take place either because of COVID.

Comm. Hodges: When was this test given?

Ms. Tsimpedes: Last year it was given in May.

Ms. Shafer: The state was very late in getting those results back to us. Normally you get them much sooner, but we did not get them until March. They came in very late.

Comm. Hodges: Before May we had summative assessments in the classroom for science, did we not?

Ms. Tsimpedes: They had formative assessments in the classroom by the teachers.

Comm. Hodges: Exactly. Did those assessments suggest that we were in this kind of a peril?

Ms. Tsimpedes: I don't want to give you an incorrect answer to that because I do not know with regards to the formative assessments that were conducted in the classroom what that data showed and what standards they were being assessed on in terms of the trajectory of where NJSLA was. Keep in mind we had no data from our benchmark. When we administered NJSLA two years ago, we were given no data back to us even as a tool. They kept that in-house and we only received the first set of data this past March.

Comm. Hodges: I'm trying to determine what our current understanding was of how well we were doing in-house regarding science. How does that differ from what is revealed by the NJSLA? I don't think we went into May of last year thinking that we were going to have to struggle the way we did. I don't believe we did.

Ms. Tsimpedes: All the professional development that we did this school year was based on feedback we received last year from walkthroughs and observations in the classroom. That is why this year the science department put those specific professional development pieces in effect. As I mentioned before, we don't have anything to measure the progress of our students in comparison to what they did on NJSLA because this is the first piece of data we received from the state so that we could have the comparison. Based on our observations in the classrooms last year, these are the professional developments we put in place to help improve our student experiences in the classroom in relation to science.

Comm. Hodges: Okay. Thank you.

Ms. Shafer: Thank you, Joanna and Lakisha.

Progress Towards September Planning

Ms. Shafer: We next have our progress towards September planning and opening. This is with David Cozart, Neil Mapp, and Richard Matthews. We started planning about six weeks ago and put together a template that all of you received a copy of. Tomorrow we're going to have our first task force meeting, which is about 40-50 folks who are coming together. Folks from higher education, clergy, the health department, principals, teachers, parents, and counselors are all coming together to help us put a solid plan together to open in September. This plan is preliminary. You're going to see a template tonight of the things we're looking at. We know that the Governor and the Commissioner are also going to be sending guidance out. We will then have to make sure that our plan includes all the guidance that is sent out by those two entities. I'm going to turn it over to David Cozart, Neil Mapp, and Richard Matthews.

Mr. David Cozart: Good evening everyone. Ms. Shafer gave you an overview of what we have done thus far. You all have a copy of the actual PowerPoint. We met with the steering committee and we went over a litany of things that need to be done. We tried to keep everything up-to-date as with all the current information we have available from the various states as well as agencies regarding what we can do to make our building, our district, and academic programs better. Our task force is very extensive, as Ms. Shafer has already stated. We have people in various fields to give us the expertise that we needed to add to our plans. Our plans will always be updated according to the CDC guidelines. As we go through the process, we will have more information regarding the actual task force membership, as well as we're encouraging each of the task force linked to encourage more people to join them as they see fit. We broke the task down into four major areas – district and school operations, academic programs, athletics, and community engagement. In each of the subgroups you're seeing how we broke down the operations. District Operations include business services, central registration, facilities, food services, guidance, counseling, human resources, nursing services, security, policy, legal guidance, special services, technology, and transportation. Academic Services include early childhood education, student assessments, elementary and summer school, high school summer school, high school credit recovery, fall schedules, and class size projections. All these committees have an underlying current of security and facilities. Facilities, security and business services will all be part of these committees. Next, we have athletic competition and recreation,

which are the middle school programs. The summer camps, Taub-Body basketball and cheerleading programs, high school athletics, community engagement, Board of Education meetings, communication plans, parent communication and involvement, activities, community forums, and use of facilities. You see an array of committee members. You have teachers, athletic counselors, coaches and trainers. Nursing is also part of that committee. The nursing department is under Kimler Williamson and the majority of her school nurses have volunteered as well as membership from the Board of Health to serve as guidance for her group. Facilities will mainly be Neil Mapp and his crew along with PEA, which is myself, Mr. Matthews, and Grace Giglio. You will see her name mentioned in several areas because she's also the President of the Principal's Association and serves as a principal also. She is on multiple committees, as well as some of our other principals. Transportation is going to be headed by Lisa Vainieri-Marshall and she has principals as well as security on her team. Academic Services is the biggest group we have. They are broken into two different committee leads – Joanna Tsimpedes as well as Nicole Brown. They will have the biggest group. They have Board members, cabinet members, as well as principals, vice principals, supervisors, teachers, and consultants. We have Dr. Rose from PCCC. We have Rosie Grant from PEF. We have other individuals who want to come on board and the committee leads have the opportunity to pull in more people as they see fit. We have human resources and Mr. Rojas who is the lead on that component. We have membership from all collective bargaining units. We have the legal department, which is Boris Zaydel, as well as NJEA representatives and Ms. Shafer from the district. Early Childhood is another big component. We have her staff, supervisors, principals, facilities, and community partners that she works with now. Some of those people I have already mentioned, such as Dr. Brenda Belmont, Karen Humphreys, Gloria Barker, and Joseph Murray. These are some of the individuals she has as part of the outside group. Again, we are asking everyone to draw upon their resources to make sure that we touch all phases of this plan. The communications group has members from all the areas from the community as well as cabinet members, teachers, community representatives, parents, clergy, and Ms. Yvette Roland representing Benjie Wimberly. Special Services has people under Ms. Cheryl Coy, supervisors, as well as members of her child study team. We have some principals who are going to be at multiple sites, as well as vice principals and other supervisors. We have one parent thus far on that committee. Security is primarily under Anthony Traina. We have most of the security supervisors, as well as members from the Paterson Police Department will be called in as needed to go over some of the planning components, as well as a Motivated Security representative. You will see why we have those individuals and a couple of principals, such as Michael Hill and Edgar Nieves. The main thing I want to go over real quick is the next few bullets. Each task is very detailed regarding what we're doing, how we're doing it, why we're doing it, and when we're doing it. Those things are all part of our task structure. I'm going to give Neil a few minutes to go over what we're going to do regarding facilities. He will explain the whole process regarding what has been done for facilities, what we're doing for central office, as well as the school-based centers and anything else he wants to discuss in that process.

Mr. Neil Mapp: Since the schools have been shuttered, facilities have begun to look at solutions to COVID mitigation. Some of those solutions include how we procure and provide PPE for the current staff that's coming to work on a daily basis, including our maintenance staff, administrative staff, and the volunteers that have been working to provide food and lesson packets to our students. We have come up with some solutions for procurement, but also how we begin to manage the amount of PPE that's needed on a daily basis. With these committees we'll begin to flesh out real numbers around who needs what types of PPE going forward and how we begin to manage the dispersal of those PPE on a regular basis. We've begun to do risk assessment of office

space. We have not gotten down to program spaces, but we have started with office space at 90 Delaware and here at facilities. We will begin to look at nurse stations going forward and then program space. If you go through areas throughout 90 Delaware you will begin to see some of the mitigation efforts that have been put in place so far. We started at the main information desk at 90 Delaware and the offices in the IT department. We will begin on the fourth floor of 90 Delaware and go down. In our committee we will begin to look at, not only how we roll out these mitigation efforts, but on a continuing basis how we support the rest of the operations in getting them the required resources to safely operate in this COVID environment.

Mr. Cozart: Just to add to what Mr. Mapp was saying, all the plans are very intensive regarding what we need to do. We're making sure everyone is safe. We're making sure that people coming into our buildings are doing so under the guidance of the CDC. Everyone who enters our building must have the proper face covering, as well as to remain in our buildings. We're also taking temperature checks of individuals entering our buildings. That's a key point because people are wondering how that can occur. We're looking at different methods now of doing it. Right now we have individual handheld devices. We're also looking into the opportunity to have larger equipment that can grab more than one person at a time coming into our buildings. The one thing we are making sure of is that all individuals who enter our buildings, offices, and schools will have their temperature checked. If their temperature is deemed to be high, they will not be permitted into the building. That's one thing we are stressing, especially with the adult staff coming in. We want to make sure everyone is safe. On the sheet itself you see different copies. We are preparing for seniors to come into locations to pick up their cap and gowns as well as for distributing Chromebooks. The same method we're using for distribution of Chromebooks as well as food and packets. Seniors and eighth graders are coming to the buildings to pick up their cap and gowns in the same process. They're not entering the buildings. Students are picking up their Chromebooks in the same fashion. They're not coming into the buildings for that purpose. Starting tomorrow we will have individuals coming on site at the high schools to pick up their cap and gowns. On Friday will be our first set of people coming into the buildings to actually clean out their lockers. That will be grade 12. We have a program in place already for those individuals. We have security as well as facilities services to make sure that we have everyone coming into the building wearing the proper face covering. We will provide all staff members with gloves as well as their face coverings for this process. We have security on site to ensure social distancing inside and outside the building. The principals are charged with contacting the students and scheduling the kids to come in small numbers at a time. If you can imagine looking at a school such as Kennedy High School, the whole hallway has lockers on both sides. We may only have eight people on the entire floor at one time. We have to have the principals to schedule their students coming in during certain time slots. As they come into the location, they will clean their locker out and walk out of the building. The security will then notify the individuals at the front door to allow the next group in. That way we keep all the kids on a rotating basis in and out the building. Since this is going to be the first time they're going to see each other, we don't want them to start hanging around with hugs and high-fives. We want them to be safe. We want to impress upon them they have to maintain social distancing inside and outside the building. That's what we're encouraging them to do. Parents have been notified by the principals. We are stressing the importance of keeping their appointments and bringing items with them they need. The Chromebooks will be placed in a plastic bag and stored right in a certain location. They will sit for a period of time before they are checked by technology and stored for future use. We want to make sure everything is done in a proper manner. Another big task we have is going to be academics. What type of program model are we going to use for the fall? We know summer is going to be virtual, but

what are we going to do for the fall? They have to look at different program models because we know we're not going to be able to have social distancing when you have class sizes of 20 or 30. One of the things we have already discussed is creating split sessions within the class section. An English class of 30 will have English A and English B. This would give you a 15-person class size. We will have rotating schedules where we will allow people to be onsite and another group would be virtual. While you're on virtual, teachers have an opportunity to still interact with you in real time. However, the instructor will only have 15 class members in front of them while the other ones will be broadcast. Most of our high school classes have opportunities to go online virtually. Therefore, they can project the same way we do the Board meetings. They can do the same thing in a classroom setting. Teachers know how to do this already with Google Classroom. Those individuals will also be receiving additional training to make sure their skills continue to be up to par. Our goal is not to have anyone in the classroom more than necessary. We are also looking at how we're going to provide lunches throughout the day. In some cases our cafeteria may become a classroom. How are we going to provide gym and recess and use of the playground? Some of that is going to be guided by the CDC regarding the summer programs. We're going to be able to see how they're treating the summer camps and use of the playground equipment. We're going to watch that throughout the summer and modify the plans accordingly. As it stands now, I know we're not to use the playground equipment and we should not expect to be using them in the plan. However, that may change over the summer as things change with the CDC. It's the same thing regarding athletic programs. How are we going to conduct the athletic teams? We are expecting to have athletic seasons. What type of season we will have, we do not know. I have a meeting tomorrow with the conference to figure out some more logistics. We did receive guidance from the National Federation of High School Sports, which is a national program which gives us guidelines for how we can have practices and what can happen in different phases. That document is pushed down to the state level and each state is supposed to identify how they're going to implement a proper academic and athletic program in their districts. Our governing body is the NJSIAA. They're using those guidelines to set forth what we can do and how we can do it. That's our budget in facilities because now we have to make sure that we have proper face coverings and more cleaning solutions and schedules for the apparatus, the equipment rooms, and the actual equipment. How are we going to support the student athletes? What are we doing for them during the day? Currently we can use masks during sports, unless you have respiratory issues. This means you may not come out for that sport this season. These are the kinds of things we're looking into and we're trying to find out more guidance. The major component of what we're trying to do is to make sure that we are safe. Going through the PowerPoint you have each individual task. Each committee will have a certain timeline to get back to us. I want to show you a couple of things on page 20. These are some of the things Neil was talking about regarding the assessment he had done with the facilities. This happens to be our Facilities Department at Sheridan Avenue. He's created a safe work space. These are some of the things he's looking forward to doing throughout the school buildings, school offices, and classrooms. These all take place at different timelines. For the next steps, we're having a meeting tomorrow with the total group. That's a virtual meeting on June 11. The committees will develop action plans to address their designated areas. They will create virtual work sessions to create and implement action steps. The timelines are as follows – on Monday, July 6 the committees will report back their progress and actionable steps that have already been completed. On July 15 the steering committee will receive the committee reports. On July 20 the steering committee will begin assembling all the data they have received and put it together for our August Board of Education presentation. The reentry task force is ready. The first thing we are doing now is the Chromebook collections for grades 12 and 8 and some of our elementary

schools that have transition programs. That starts as of Friday. We have summer camp meetings that we have already discussed with Mr. Wimberly. How can we support summer camp? What are the expectations from the city? What are they providing? What we are providing from the district are security services. We are supporting them with the cleaning of the facilities and programs, as well as the food distribution. The city is providing them with all the training and PPE requirements. They're also providing them with the temperature testing equipment they need and we are just supporting their services. All the summer camp programs will be occupied at half capacity. There will only be one pool open this year, which will be Costello Pool. The overall camps are going to be half the size of normal camps. We're going to have a lot more students not able to participate in the summer programs and that may cause concerns for some parents. They are also adhering to the strict guidelines. They check the temperature of our students and staff. If the temperature is high, they are not permitted to attend that session nor can they come back until they actually are deemed to be safe. If anyone we find has been unfortunately compromised with the virus, then we're going to have to quarantine them according to CDC guidelines and that person will be excluded, staff and students as well. Those are the kinds of things that we're working on with all members. It's an ongoing committee and it's very vast. Our presentation was about two hours and we tried to pare it down to about 10 or 15 minutes. We're trying to address every area. It's ongoing. It's going to be changing based upon CDC guidance. As Neil said earlier, we are cleaning and sanitizing our facilities on a daily basis. We are making sure that we have social distancing in all activities. We're making sure that staff and students who are participating in any of our programs have the proper facial coverings. People are not entering our buildings without having their temperatures read. If their temperature is too high, they cannot come into our facility or our program. This also extends to our in-person graduations. If their temperature is too high, they cannot participate nor can their parents come to the ceremony. We're taking temperature checks of the students as well as the parents at the onsite graduations. We have security guards on site for that component. If we have parents or students who become upset regarding that guidance, we will have the necessary security personnel to remove them from the premises. The safety of all our kids is our primary concern. Do you have any questions?

Comm. Simmons: What are we doing if a senior doesn't return their Chromebook? How are we dealing with that? I'm not sure if we can hold transcripts or anything like that. Is there anything we can do?

Ms. Shafer: We're going to be holding diplomas. I think we will be able to get them by doing that.

Comm. Simmons: In the high schools, did we not clean out the lockers and put the contents in a plastic bag with the students' names on it, as opposed to letting them in the building?

Mr. Cozart: Two things. First, PANTHER was the only school that actually cleaned the lockers out before they left. That's one school that doesn't have to come back to the building. Second, we want to give people an opportunity to come back in the building to collect their things. We didn't want people saying that we took things from the lockers. We did not know this was going to be the situation we're in. We don't have the manpower in the facilities department to do that right now. That would be Pritchard helping us along with our chief custodians. We don't have the manpower over the summer just to empty out lockers and put items in bags. That is something we're going to look into doing after the high school seniors come in. If they're not able to come in after we give them a certain amount of time, then we are doing that. The principals are

giving us the names of the kids and their lockers with the combinations. We're going to open them up, put them in plastic bags, label them, store them in a certain area, and call their parents and kids to come to the school. They can pick up their belongings in a certain area. Hopefully the kids know who they share lockers with and they can find their materials with those kids. At the end of all this, when we do summer cleaning all lockers will be emptied out from the elementary schools as well as high schools and sanitized.

Ms. Shafer: Let me also say we just don't have the manpower. We've been trying to do Chromebooks and packets. We're here recording the packets. We're really at the bone right now. We don't have the manpower to go around, not only to clean out lockers, but it would also be to clean out the cubbies that the elementary students have as well. We're doing this first and then as a second resort we're going to clean out the ones where the students don't come in. We have some time with the lockers. More importantly, we want to get the teachers in to clean out their rooms and return their keys. We're going to be starting that next week now that the executive order has been lifted for the stay at home.

Comm. Hodges: I didn't see a lot of discussion on social/emotional learning as part of the task force. I expect that to be a major component next year.

Mr. Cozart: It is. Guidance is taking care of that as well as special services. Those subcommittees will be working on that content. We want to make sure we have opportunity to infuse that throughout the curriculum. We started already as part of our plan for this school year. We're going to expand upon that part. Knowing what we're doing through, we know we have to build that up a lot more. We're not making it optional. That's going to be done through the special services as well as guidance and academic services. Those three areas are working on the same component.

Comm. Hodges: Over 80% of our teachers don't live in Paterson. They come from surrounding communities, most of which are smaller than us and don't have the kind of COVID exposure that we do. What do we do with people who are concerned about coming to school? Teachers and students will be coming into an environment where there's a high incidence of COVID. What do we do for that?

Ms. Shafer: I've been reading what other states are doing and I have been following this. Once the Governor and the Commissioner come out with guidelines there may be something to address if parents feel that they're concerned about their children that there may be an option for those parents. I don't know this to be a fact, but as I'm reading all the other states there is some of that stated in their guidance. As far as the teachers are concerned, we are following CDC guidelines. We are practicing all the precautions. I have had a team here since March 17 and we continue to follow those precautions. We remind each other of those precautions. We're going to open 90 Delaware first with half of the staff coming in the middle of next week every other day as we begin to introduce what the new norm is, and it is very different than what we're used to. My team is used to it because we've been here practicing it, but we need to introduce everybody else to it. We're doing things like social distancing courtesy. If someone comes too close to me or to anyone, that person needs to tell them please back up. This happens at the grocery store, Walmart, Target, or wherever you go. People are telling other people, "Please back up. You're too close." It's going to be a retraining of everyone. For any teacher or staff member who feels that Paterson has a high number and they're concerned, we're going to be operating under CDC guidelines and following all precautions and providing them with all PPE equipment that they need.

Comm. Hodges: Who's to be in charge of ensuring that those practices are adhered to with fidelity?

Ms. Shafer: The supervisors in that particular area. I would be responsible for the people in my office. A principal would be responsible for the individuals in their school. At 90 Delaware whoever your immediate supervisor is would be responsible to make sure that those guidelines are followed. We have a meeting tomorrow. All of us at 90 Delaware have been here working closely together, but following the precautions. We're concerned now because new people are coming in and they have not been privy to any of those practices. It's incumbent upon us to make sure that we enforce it and that people are following everything they need to. If you don't follow it, it's not so much that you're going to get sick. It's the other person who's going to get sick and vice versa. It's everyone's responsibility as an adult here to practice the precautions and implement them on a daily basis.

Comm. Hodges: The major concern is the classroom spaces. How do you go from 30 down to 15? 15 will still not be six feet apart.

Ms. Shafer: Neil has been going around. He has the square footage. He's putting a plan together where we would be able to do half the class. It could mean that we have to use gymnasiums and put desks in there. It could mean that we have to use cafeterias as classroom space to get to the 50%. If we have students come in on Monday and they have an in-person teacher but they're not in on Tuesday, then we need to make sure that we can cover the 50%. We're looking at all the different models and every school is going to be different. We're not there yet until we can put together specifically what every school is going to look like. We haven't made any decisions, whether it's going to be split classes or sessions or every other day. There are all kinds of models out there. It's very different. It's also a concern for parents because if it's every other day, who's going to be home with those children on the day that they're not in school?

Comm. Hodges: I understand that. I don't look for answers today. I'm throwing these question marks that need to be discussed. What if students are eating and take their masks off? This is what we did during the last Board meeting. Thereby, they're exposing people around them.

Ms. Shafer: The students would have to be set up with the six feet. That's really why we're looking at possibly eating in the classroom for lunch. When you go to the cafeteria, you're not going to be able to sit as close as you do now or prior to COVID. You're going to have to take your mask off for that period of time, eat your lunch, and put your mask right back on. You can only do that if you have social distancing.

Comm. Hodges: You have areas like Kennedy and Eastside High School cafeterias where our kids are jammed in for three or four periods at a time. How do you create social distancing spaces there?

Ms. Shafer: They can't go to the cafeteria. They're going to have to eat in the classroom.

Comm. Hodges: Okay.

Mr. Cozart: We're looking at the possibility of giving you the partitions that sit at the actual desk. When a child is sitting at the desk with their mask off, they have a partition in front of them. They're still maintaining social distancing and a barrier between them

and the next person. Everything you said about the class sizes is a big factor because gym classes and the cafeteria are the biggest areas of concern because that's the largest number of people at one time.

Comm. Hodges: For those students we're going to be forced to catch up with the material that they did not receive in the fourth period. If you're doing a split session, where do you find the time to both catch up and teach the material for next year?

Ms. Shafer: I'm going to ask Joanna to jump in, but prior to COVID those students who needed some additional help had intervention period in their schedule. Joanna, do you want to speak to that?

Ms. Tsimpedes: We do have intervention as far as students' academic schedule in the elementary school. That's not going to change. Students who needed intervention prior to COVID are still going to need intervention, probably more so, moving forward. We can't always say intervention. We also have students that we have to continue to enrich because there are students who are working on grade level. When we're creating our schedules in September, we're going to have a pre-assessment we're going to provide to students to identify their starting points. From there, that data will be utilized for intervention periods for teachers to have more precise information for instructional standards that they need to address. We have intervention regardless, but now it's going to be geared towards the assessment students are going to take in September to identify where they are because we do know we are going to have learning loss. That's given across the whole country. That's not a Paterson thing. That's across the country. If you look at the research, they're anticipating across the country to lose a third of growth in ELA and the same, if not more, in math. As a district, when we realign our pacing guides for September, we need to review the major standards that students did not have the opportunity to cover because they may not have had devices to get the new material. We need to focus on those standards we call the power standards. What are the power standards from the previous grade level students need to have in order to be proficient and successful moving forward? That's what we need to do for our September pacing guides. We're going to realign them. The data that we're going to get from the assessment we're going to provide to our students in September will be used to drive intervention, inclusive of the data provided by the students who are attending summer school.

Comm. Hodges: You have less time.

Comm. Capers: Who's creating the assessments?

Ms. Tsimpedes: We are based on the standards. We're going to look at the power standards that students need from the prior grade in order to be successful and then we're going to use that data to continue to inform our teachers' decisions when they're creating lesson plans and providing intervention to our students, inclusive of the actual instruction for math and ELA during their scheduled time.

Comm. Hodges: Are our assessments on point with where we're supposed to be? I can't imagine that they came back with low performances and stayed there and our teachers then moved on. I'm just wondering if they are in effect stringent enough to show what the areas of deficiency are. If you're going to split sessions and alternate days...

Ms. Tsimpedes: Dr. Hodges, I can't hear the second part of your question.

Comm. Hodges: Will you have the time, given the days you're going to be split up, to implement programs and interventions that will enable you to both teach what needs to be taught in the new year plus do interventions to help kids catch up on what they didn't do in the fourth marking period?

Ms. Tsimpedes: When we're creating the schedules for September, we're not shortchanging the kids of having a schedule. Students are anticipated to have devices in the fall, similar to the schedule that was created for high school where students every other day saw the same period. If we're doing half-day sessions, the students would still have intervention as part of their scheduled period because it would be on the original schedule of the teacher. We would not be shortchanging our students to say that they would not have the opportunity to partake in the programs to help them with their learning loss. We have to be creative. If we are doing half-day sessions, when they are in front of the teacher they would be receiving the one-on-one. Then at home they would continue to build on that inclusive of the digital programs that we have to address learning loss and the work on the independent work that the teacher has assigned to them.

Comm. Teague: In terms of special education, how's that going to work with this new norm? Are they still going to get speech therapy online?

Ms. Cheryl Coy: If we continue in a virtual platform, they would continue with virtual related services.

Comm. Teague: I can relay that to the parents.

Comm. Capers: Going into the new standards, how are we going to complete all our fire drills and active shooter drills with social distancing?

Ms. Shafer: I was in on a county superintendent meeting last Friday and we had the Office of Emergency Management there. Guidance will be coming out as to how to do the drills. They will be sending guidance out for the reopening of school.

Comm. Capers: The state is giving boards the power on how they want to open up schools. Is it up to the Board if they want to keep virtual learning? Did we get that type of guidance from the state yet? If we see this plan doesn't work, can the Board have the decision to keep virtual learning until we figure things out?

Ms. Shafer: There's been no guidance at all yet for reopening. It's my understanding that before July 4 guidance will be coming out. That's something that was told to us at the County Roundtable of Superintendents on Friday.

Comm. Capers: Thank you.

Comm. Hodges: I was in discussion with the Education Law Center today and it was pointed out to me that speech therapists can't do their job very well with a mask on. Virtually it's kind of hard to do it as well. How are we going to make sure that particular area is addressed?

Ms. Shafer: There are masks now where there is a slit that you can speak and use as well as face shields. I'm going to ask Cheryl or Neil to speak on those.

Ms. Coy: Mr. Mapp and I have discussed the face shields. There is a special face mask that has a plastic opening where the mouth is. It's not that the mouth is open.

Instead of it being cloth, it's plastic. You can actually see the movement of the therapist's lips. We're trying to locate vendors now to purchase those for the staff. The staff has been helping us as well reach out to other organizations to see if vendors have the supplies in stock.

Comm. Hodges: Okay. Thank you.

Comm. Capers: Everybody is making their own masks. Does the staff have to wear district masks, like N-95? Or can they wear their own mask that they bought online? Is the district preparing itself by wearing certain masks?

Mr. Mapp: What is the question?

Comm. Capers: Is there a policy or guideline the state is giving where the staff has to use a certain type of mask? Everybody is making their own designer masks with their own logos. They can't use them because it's not medically cleared or whatever. Are there guidelines where you have to use N-95 masks?

Mr. Mapp: The guidance from the CDC and the state is to cover your mouth and nose. We have a protocol in place that says anyone entering district property must cover their nose and mouth with a face covering. We haven't mandated any type of mask in particular as long as you achieve covering your nose and mouth.

Comm. Capers: Should we come up with a certain color or no writing on it? Are we coming up with any guidelines around that?

Comm. Simmons: I think he just said we're going to follow the CDC guidelines.

Comm. Capers: We're in a city with different gangs. If someone is wearing red, blue, or if teachers are wearing a different saying, are we going to put some type of district guideline on it?

Mr. Mapp: We will take your comment into consideration in our committee meetings and we will address it with some plan.

Mr. Cozart: We already have a code of conduct regarding what we can have on. We are not going to have kids come in wearing something on their face or their person that's inappropriate, and it's the same thing with slogans. It's all going to be plain uniforms. Anything found to be offensive we will address it in that fashion. The guidance is going to come from the CDC. However, we're not going to have people come in wearing marijuana emblems.

Comm. Capers: That's what I'm talking about.

Mr. Cozart: We're going to take care of that.

Ms. Shafer: For the graduates we did get masks that say Class of 2020. Other than that, we have not looked at anything for a particular school. Thank you, Mr. Cozart, Mr. Mapp, and Mr. Matthews. We're now going to go into the plan for our proposed funding loss. We thought we had dodged a bullet with all the cuts and now we're facing perhaps a \$16 million deficit. Mr. Matthews will give you a framework of what we're looking at. It's not all inclusive because we're trying to be creative again trying to not go near the classroom, especially after we just talked about all the things we need to do to ensure everyone's safety.

Plan for Proposed Funding Loss

Mr. Richard Matthews: Are you guys able to see the letter that you have in front of you now? I'm not going to read the letter. I'm just going to go through the letter and talk to it. The State of New Jersey's budget has been really impacted due to the COVID virus. Between the end of this year and next fiscal year, they're expecting to lose over \$10 billion in revenues. For the first quarter alone, they lost \$3.5 billion in revenue and obviously that's going to impact local governments and municipalities and entities like school boards. The 2020-2021 budget was approved and we had received an allocation of \$463 million. That wasn't even enough money. We had received another \$11.3 million in one-time revenues to balance out the budget. Our budget just got approved this week. We had some back-and-forth with the county in terms of some of the movement of the money from the local funds into the federal funds. Fortunately, that budget has been approved. We knew that there was going to be an impact to our budget because of what is happening in the world. You have a global economic crisis and it was just a matter of time before it would be pushed down to us. What's happening in the Senate and the Congress didn't happen fast enough as far as pushing federal money down to municipal governments. On May 28, they reran the numbers and put out a revised number for the State of New Jersey. When you look at the actual document, it says revised proposal, but there's still no guidance. Typically, when you get your state aid, they give you your charter school payments and the numbers for PCTI and stuff like that. All we got was a raw number. They gave you your 2019-2020 number. They gave you the number that was given under the Governor's address which was \$463 million. Then they gave a revised number which was \$446,889,974. That means we balanced the budget on \$463,287,019. We got a revised number of \$446,889,974 and then the state reporting shows that we have an increase of \$7,638,015. They're taking the 2019-2020 number with the revised number and they're showing us an increase of \$1.7 million. Obviously for us it's \$16.3 million hit because our budget was balanced on \$463,287,019. As of this morning when I checked the state numbers, there's been no guidance on what's going to happen with the charter schools or anything like that. I've been speaking to other BA's around the state. You guys might know more than me, but I'm hearing that there's going to be some sacrifice coming from the charter schools. There's a report out there for the State of New Jersey regarding the financial condition. There's a k-12 relief fund for \$400 million that's out there that hasn't been allocated. My thinking is that they're going to use federal money to help close this gap that we lost in state aid. That doesn't really help us long-term because next year when they have to give us state aid, the state aid number is going to come up for \$446 million and not \$463 million. There's some relief out there, but we don't have that yet. As we sit here today, we have this gap of \$16.3 million. As far as a plan, we have some things on the table. I'll talk about it a little bit in terms of what's on the table. Obviously, we need guidance on the charter school payment. Our budget number for this year was \$75,890,000. The PCTI number is also \$20 million. Recently, I've been looking at all of our leases. I've been in contact with all of the owners of our leases. I got some agreements on some short-term relief. I've also been looking at financing. For instance, I've gotten some preliminary numbers regarding Alexander Hamilton Academy. We're spending almost \$1 million on Alexander Hamilton Academy. Based on the preliminary numbers that are coming back, we can probably reduce that annual cost to half by doing capital leasing to purchase that property. I talked to the owner about the property over the weekend and last week. He's definitely interested in selling the property. I'm still waiting for them to give me this lease so I can know what the actual terms are. I met with the owner of 90 Delaware as well regarding that property. We had talked about getting out of 90 Delaware and maybe doing something with 33 Church Street. Another thing that we have to look at that's really

urgent is bringing back SPED kids. We need to be creative on how we do that. I've got some ideas about that. Nothing firm yet, but I've bounced some things off of Boris. I have to talk to Ms. Coy about that. Another thing that we have to look at is virtual learning. We have to make things work for Paterson. If we bank a bunch of days in terms of virtual learning, I'm just going to throw out 25 days, we can now forego costs on transportation, security, and substitutes. We're going to have a hard time social distancing. One of my strategies in my reopening is that we need to bank virtual learning days into our calendar. I'm not sure if we're going to have that kind of flexibility. If we can bank a bunch of virtual learning days into our calendar, that would save a lot of money on things like transportation, security, substitute costs and some other things. In my opinion, we're still going to need federal money to get ourselves out of this hole that we're in. There are not a lot of places to cut. We're going to need a big sacrifice from charter schools. Even with this COVID virus environment that we're in right now, it's going to give us some opportunities to be creative in what we're going to do as far as how we do business. There are some items in non-salary. There's security and our use of police. We're looking at doing some digital things regarding some processes that we have in the district right now. I saw two possibilities regarding making a couple of things digital and paperless. We have to do more and more stuff paperless. We lose a lot of money in use of facilities for outside entities. That goes back to us sanitizing these properties. I think we're going to have to eliminate use of facilities for non-Paterson Public Schools events. These events cost us money. We just started last year receiving all of the money for these events and we are losing money because we're not charging enough for them to use our facilities. We can't keep having these kinds of events going on in our schools where we have to spend all this money and we're losing money. We just got hit with \$16.3 million. I understand the importance of being a part of the community and stuff like that, but we can't afford it. We also have to be very aggressive and put together a plan about bringing back special education. We're getting about \$25 million in state aid for special education, but special education is costing us over \$50 million for out-of-district kids. That's a \$25 million gap just in that one category. We have to be really aggressive and push for bringing kids back to the district and also catching kids early on in the process. Once they go out of the district and they get to third, fourth, and fifth grade it's hard to bring them back. Again, this is not any detailed plan yet. A lot of it is being worked on right now. These are some of the things that are on the table that we are looking at regarding trying to close this \$16.3 million gap. I'm obviously open to any ideas or any recommendations from the Board or from anybody that's on this call.

Comm. Capers: Thank you for that. What did you calculate as a savings for the virtual learning day? If we had to go virtual learning, how much would that save the district?

Mr. Matthews: I haven't captured all the costs. Right now, I have transportation costs, security costs, and some substitute costs. I have to find out what else is out there that we would save by having virtual days. I can have a number to you by the next meeting. I'm just trying to make sure that we capture all the costs and not give a number out that's not going to be real. This is something that we can start to look at right now, the virtual days. There's no number to it yet because we don't know the cost of doing business on a weekly basis. That's the cost that we have to get. If the cost of doing business on a weekly basis is going to be \$1 million, then in four weeks we would save \$4 million. I think virtual learning days is something that we're going to have to bank into our calendar. That's something that we can do without cutting any programs. A lot of times when we want to get to a number, we cut. I'm trying to find ways that we can target big ticket items like our long-term leases, SPED, virtual learning, and looking for more revenue through the grants. I thought I had something over the weekend but it's something for the state, not for the local education authority. I am looking for grants out

there to help bring additional revenue to the district. I really feel strongly that we need federal money for all of this stuff that we're doing to reopen schools. One piece that wasn't mentioned was that we have to put a price tag on what it's going to cost us to reopen schools.

Comm. Capers: That's what I was going to ask too.

Mr. Matthews: That number is going to be a staggering number. The state doesn't have it right now. I do know that the state has \$400 million out there for k-12 relief, but they're not saying anything about how it's going to be dispersed.

Comm. Capers: They just mentioned that. There was an article in the paper about that. There's talk going around the state about cutting charter school funding or whatever. Did they give any type of guidance on how much can we cut legally?

Mr. Matthews: No. That's what I'm waiting for. I checked it again today and it's still the old numbers that we got back in February. There's been no change. I have talked to Valerie in Newark a lot and she's telling me that that's what she is hearing in terms of trying to make them have the similar kind of sacrifice that we're having or some sacrifice. I'm not sure if it's going to be similar or equitable, but they are looking at that as something that will help ease some of the pain that we've been hit with. I talked to a guy yesterday in Madison. They lost \$200,000. This goes back to us and it's not going to change any time in the foreseeable future. 85% of our revenues come from the state. When the state gets hit like this, we get slammed.

Comm. Redmon: What is the plan for this year's budget? You're talking about a future budget. We know in September with the deficit that we're facing now, what is the district's plan? Why hasn't it been presented to us yet?

Mr. Matthews: This just happened last week. We need guidance on the charter school payments. For instance, our number got reduced \$16.3 million. We're looking at leases. It's an ongoing thing. It doesn't happen this quickly. We want to bring back SPED students. These take time. Banking virtual learning days is something that we have to decide as a district regarding our school calendar and whether or not the state will allow us to do that. I actually have been looking out for federal grants. To be able to in one week come up with a plan that doesn't involve cutting staff is not that easy.

Comm. Redmon: That is the reason why I'm asking the question. To be realistic, I know you can't come up with a plan in a week. I want to make sure that it's out there that we're in a position that we might still have to cut staff members.

Mr. Matthews: I missed mentioning one thing. I'm sorry. I do have in my notes here looking at the collective bargaining agreement and there are some things in there that we need to put on the table. Everything has to go on the table again. I know that organizations are looking at their collective bargaining agreements. There are some incentives out there regarding perfect attendance and things like that. We have to put everything on the table. I didn't mention it in my letter, but I do have it as an item to talk about. There are some things that we had in our budget cost savings strategies that we may want to revisit. The first thing we look at is cutting staff and I know that's always an option, but I'm truly trying to look at things that are not staff related. I've had positive conversations with these owners. I went in thinking the owner of Alexander Hamilton Academy wouldn't want to sell this property. I met with him on Friday. I spoke with him on Saturday. I met with his sister on Wednesday. They are interested in selling that property. I've been having conversations with a company called Loaming Capital. I've

been doing it on my own. I haven't had a whole lot of people involved with it because I'm trying to move it to a certain point. These guys have already run some numbers on that property and these numbers have come in at half of what we're paying right now in annual lease payments. We could not do this before under state control. We can now go in and buy these properties. These people want to sell the property and we can cut those numbers in half.

Ms. Shafer: Let me interrupt before we put everything out there that at this point in time we're not ready to put out there. There will be further guidance around the vocational and charter schools. We'll wait to hear what that is. We are looking to see what kind of savings can happen from a lease/purchase rather than continue paying high leases. We could see a cost savings this coming year. We're looking at that. Based on the class size and the square footage of doing social distancing we know that we could pick up virtual days that would reduce things like transportation, substitute costs, security and things like that. Then we're also looking for grants. We're trying to brainstorm and we have a think tank working together to come up with other strategies. We know we exhausted all kinds of cost saving strategies with the budget. We don't want to say and go back to that number of 250 teachers. We're trying to stay away from that as much as we possibly can to hit this \$16 million. Like Comm. Redmon said, it is still a possibility because 80% of our budget is salaries. There is still a huge possibility that if that \$16 million does not come down either by grant funding, federal assistance or some other cost saving strategies, we will have to go there. We don't want to go there because we are now in a worse position than ever because of the COVID virus and having to do social distancing and to ensure that everyone is safe. Less adults is not helpful. We will continue to work on this, but that's where we are right now.

Comm. Simmons: If you and the BA can just put a plan together that you can present to the fiscal committee and we can have that conversation in fiscal, then we can bring that back to the Board.

Comm. Capers: When is the next fiscal committee meeting?

Mr. Matthews: Next Thursday.

Comm. Hodges: In terms of transportation, you anticipate that you're going to put the same number of students on each bus? Will there be social distancing on those buses?

Ms. Shafer: No. There will only be one child on a bench seat and every other seat. You're looking at half the amount of children or even less. More than half will not be on one bus. You'll be looking at three or four routes to complete one route.

Comm. Hodges: Will that incur more costs?

Comm. Simmons: Yes.

Ms. Shafer: The other problem is that it will have students getting to school and getting home at a different hour. We don't have enough bus drivers and companies that have extra buses. It's going to be difficult for all districts to be able to make that happen in a short period of time. If a child is coming to school by 8:00, the bus is going to drop them off and go out again. They're probably not going to get back until 8:45 and it's the same thing going home. That is something we have a transportation committee working on as far as the reopening goes.

Comm. Capers: Do our bids change in that aspect?

Mr. Matthews: Right now, we're putting bids out as if we were doing it on the old model because we haven't received any guidance on anything different. We're putting out the bids in case there is a state of emergency. We don't have to pay if there are no services rendered. The bids are going out as they were before. We haven't received any guidance on it yet.

Comm. Hodges: You talked about bringing students back in SPED. I think two years ago we had a discussion about providing services to the rest of the county that were hard to get. We could have those programs in this district and then sell it to other districts. It wasn't acted upon, but now is a good time to do that. It's one thing to say you want to bring students in, but you have to be able to provide the services that those schools provide and that means bringing in the talent and hosting that talent in our district. There are areas where we could corner the market and then sell that expertise to other districts.

Ms. Coy: We actually do have other districts where we have students in Paterson that are from Passaic, Clifton, and Prospect Park because they don't have certain programs. We are not high in the numbers, but we do have students from other cities that are currently in our schools.

Comm. Hodges: I'm talking about looking at having certain expertise here that is in great demand that we need and then we can also offer to other districts.

Ms. Coy: Two programs that we have a great track record on are our autism program and the elementary BD program. Those are two programs that other cities have reached out to us for their students to come here for. They don't have the volume of space and students to fill a classroom.

Comm. Capers: How many students is that?

Ms. Coy: We're talking about roughly seven students that came in around November and December because these other schools only have one class of that program and ran out of space. If we could expand and offer the program it would be of benefit, but we don't have the room.

Comm. Hodges: I wasn't thinking in terms of the program. I was talking about the expertise, which we could then ship out to other places. That money would come to us as a part of the fee. There are certain things that are in short supply all over the state.

Comm. Simmons: Can Ms. Coy explore that and also bring it to fiscal?

Ms. Shafer: Okay.

Comm. Teague: I'm circling back to some comments I made over the years about building a facility here in Paterson for our special needs children. I'd even start off with my son and put him in that program here so we can bring the money back to Paterson. What legal hurdles are we facing if we wanted to have that discussion about building a facility here in Paterson for our children with special needs?

Mr. Matthews: Right now there's no discussion going on.

Comm. Simmons: He's asking about hurdles and I would venture to say it's money.

Comm. Teague: I know because you and I have had that discussion a few times. Would we actually be saving money by keeping our kids here? Or would it be about the same?

Ms. Shafer: We would be saving money if we were to keep our children here. Our problem is always the upfront startup money that's needed for any programs. It would be the building or lease. Or we could use a building we have and renovate it. Then it would be the staffing. That's all upfront costs that we would save on the back end by not sending them out of district.

Comm. Hodges: I'm talking about speech therapy, occupational therapy, and those kinds of services which are required by other places but are in short supply. We could make sure that we have those services in place, but also be offered to other places if they pay us for the service. That's the kind of thing that I'm talking about. It wouldn't require a building. It would require personnel.

Ms. Coy: We don't actually have the manpower for related service providers to share them in other districts.

Comm. Hodges: Not yet. If you're looking at long-term how to recover some of this money, that's what I'm trying to get people to think about. How could that be done? It would be a startup problem, but it could be a revenue stream moving forward.

Ms. Shafer: We will put the plan together and bring it to fiscal and then the entire Board.

Fund Balance Review

Mr. Matthews: I'll make this brief and get right to the point. Obviously, this is something that's required as part of local control and the transition plan. We do this in November, February, and May. This projection is a snapshot of how we feel we're going to finish out the year. At the end of the year the auditors come in and do their final adjustments to the year-end numbers. They look at our encumbrances and what we have in terms of receivables. They produce the final end-of-year numbers through the Comprehensive Annual Financial Report. Here is a look at where we are for the last four or five years. I'll just take you to the last item there where it says 2019-2020 projected. Tax revenue is \$47 million. You're looking at \$442 million with state aid and miscellaneous. You had another \$5.1 million in emergency state aid. The total general revenues for 2019-2020 are being projected at \$518,894,163. The last time we met, the appropriations are now \$527,743,808. The last time we met, that number was \$526 million. I'm showing that we are going to use \$8,849,646 in fund balance. The fund balance number is over here. That's actually 2019-2020 revenue. For the end of the year we're going to use that \$8 million of the \$11.4 million fund balance for 2019-2020, leaving us with an unassigned fund balance of \$10.5 million. We used \$3.7 million in our 2020-2021 budget. The auditors are going to come in and look at our liabilities. This projection is a worst-case scenario. As you know, we have been in negotiations with the transportation companies, security, and the substitutes regarding what we're going to pay them. We actually met with all our transportation companies. We're probably going to come in at about 46% of what we owe them. We should pick up a couple of million dollars there. We're going to pick up some money regarding security and substitutes. Keep in mind that we're also overspending in terms of what we're doing in terms of mitigating for the COVID-19 virus. I think that the final year end numbers will come in a little bit better than this final projection. I'm sure it's within 1.5%

of where we're going to end the year at. 1% gives you \$5 million. The spend that we have on this budget is 98.5% for the year. That's really it. Are there any questions?

Comm. Simmons: Thank you, Mr. Matthews.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Board members, Madam Superintendent, staff, and committee. Ms. Shafer, thank you for the reports from your staff. They were very informative. The budget cut is tragic. I don't envy you with your job, Mr. Matthews, to cut \$16 million without cutting classroom teachers. I appreciate the work that you've been doing. I've been serving on the State steering committee around the reopening of schools and I want to say that Paterson is actually in a more advanced place than most other districts that I've heard from. We're on the leadership and planning working group. I have submitted the Paterson Public Schools considerations about the issues that we're facing as we think about getting kids and adults back into our buildings. I must say that the Paterson list is driving a lot of the conversation and the consideration that is happening at the State level and has been shared broadly. I got it back from somebody. That's how I know that it's being moved around. Thanks to everyone who has done any work on that. I did want to let you know you should have gotten invitations. If you didn't, please reach out. It's also on Facebook. PEF has traditionally hosted a jazz brunch in the spring. Next Thursday the 17th we're hosting it virtually. We're all down in spirit from the pandemic and the social uprising which is necessary for change. However, we thought people might enjoy a couple of hours of rest and relaxation and we're celebrating the Paterson Public Schools 2020 graduates. Ms. Shafer has been kind enough to procure 2-minute videos from one student at every high school and we're going to intersperse that. All the proceeds from ticket sales and sponsorship will go to Paterson Public School students either in care packages and backpacks or for devices to reduce the amount the district will have to allocate and spend there. We're also gearing up for our Summer STEAM Program, which is funded by the Victor Cruz Foundation. We're going to do it virtually this year. We're going to create a STEAM curriculum that we can share with Paterson Public Schools. It will be based on your curriculum with active things that kids can do from home with the appropriate kits and active experiential things teachers can do in their classrooms to help to energize the curriculum and enhance learning whether kids are in school or at home. Finally, PEF received a grant from the SHOT Foundation for \$5,000 for pandemic aid. Once that money is received by PEF we will turn that entire amount over to Paterson Public Schools to help with the purchase of devices as well to offset that cost. Thank you for your time and for your work. Have a good evening.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School District approves the payment of bills and claims dated June 10, 2020, beginning with check number 222729 and ending with check

number 222926, and direct deposit numbers beginning with 641 and ending with 666, for a total amount of \$11,954,174.43;

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

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

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 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 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 June 10, 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

NATURE OF ACTION	POSITION	LOCATION	DISCUSSION
To reclassify pc# 1424	Budget Manager	Business Services	Justification: To reclassify PC# 1424 from Budget Coordinator to Budget Manager and appoint Cecelia Dailey as the Budget Manager with no salary change. Effective July 1, 2020
To reclassify pc# 3163	Teacher Guidance Counselor	Panther Academy	Justification: To reclassify pc# 3163 from Teacher Library Media Specialist to Teacher Guidance Counselor due to vacancy.

A. POSITION CONTROL ABOLISH/CREATE (CONT)

B. SUSPENSIONS- N/A

C.RESIGNATION/ RETIREMENT

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

Action to hire **Andrew Mojica**; as a Leave Replacement Confidential Secretary (2NB) Grade D, Step 4 \$42,000 while **Juleka Kurury** is on Maternity Leave. Effective Date: June 28, 2020 through October 30, 2020 at which point, he shall revert back to his original position as Substitute Secretary with all his salaries and benefits as originally held.

H. TRANSFERS

Action to transfer **Olanrewaju Alade** from his position as Teacher Special Ed. Resource at Dr. Hani Awadallah to Rosa Parks High School, as Teacher Special Ed. Cog Mild into PC#129.

Action to reassign the attached staff as a result of the Central Office RIF. The members on the attached list are more senior, thus have a right to positions held by Non-Tenured staff "Bumping Rights"

EMPLOYEE	FROM LOCATION	FROM TITLE	FROM PC	TO LOCATION	TO TITLE	TO PC	TO SALARY
BARRISE, RENE	617 ACCOUNTS PAYABLE	SECRETARY CONFIDENTIAL	1003	PANTHER	SCHOOL SECRETARY	761	\$50,011 + \$1,450 long = \$51,461
BULLARD, MARTHA	655 CHIEF SPECIAL EDUCATION OFFICER	SECRETARY CONFIDENTIAL	3534	SCHOOL #9	SCHOOL SECRETARY	916	\$49,988 + \$700 long = \$50,688
ELLERBEE, LISA R	655 CHIEF SPECIAL EDUCATION OFFICER	COORDINATOR OF SPECIAL EDUCATION	3600	SCHOOL #12	SCHOOL SECRETARY	2470	\$59,740 + \$1,450 long= \$61,190

Action to reassign the below staff as a result of "Bumping Rights" associated with the closures of School 14 and Urban Leadership Academy.

Stefanie Cirillo PC# 750 from her position as Vice Principal of School of Information Technology High School to School # 18 as Teacher Grade 7-8 Language Arts PC # 279

Kaela Quince-McMillan PC # 1619 from her position as Vice Principal of Dr. Hanı Awadallah to Dr. Napier School # 4 as Teacher Grade 4 PC # 3464.

Action to process the attached Principal and Vice Principal District reorganization effective July 1, 2020. Eliminate the stipends for Nicole Gibbs and Ramona Marichal-Serrano effective July 1, 2020.

EMPLOYEE	FROM LOCATION	FROM TITLE	FROM PC	TO LOCATION	TO TITLE	TO PC	TO SALARY
Stefanie Cirillo	EHS-SOIT	Vice Principal	750	School #18	Teacher Grade 7-8 Lang. Arts	2798	\$98,377.00 + \$3,100.00 (longevity) = 101,477.00
Kaela Quince-McMillan	Dr. Hanı Awadallah	Vice Principal	1619	Dr. Napier	Teacher Grade 4	3464	\$63,105.00+ \$700.00 (longevity) = 63,805.00

Adminstrator	Current Position	Current School	Current PC#	New Position	New School	NEW PC#
Petra Liz-Morell	Principal	ULA	1038	Principal	MLK	422
Stanley Sumter	Principal	14	2398	Principal	EWK	620
Derick Hoff	Principal	EWK	620	Principal	PS# 20	1300
Edgar Nieves	Principal	ESH - Culinary Arts	3124	Principal	ESH - Operations	1411
Nicole Gibbs	Interim Principal	20	1300	VP	SOIT	750
Ramona Marichal-Serrano	Interim Principal	MLK	422	VP	MLK	7005
Elenh Andreanidis	Interim VP	DBT	2045	VP	PS# 9	2809
Jessica Leo	VP	PS# 9	2809	VP	PS# 18	7013
Tiffany McBride	VP	PS# 18	7013	VP	PS# 5 Will need additional VP due to consolidation of PS 14	
Ann Marie Urgovitch	VP	PS# 21	219	VP	DBT	2045
Jennie Cadet	VP	DHA	1323	VP	PS# 21	219
Lillian Perez	VP	MLK	7005	VP	#24	7022
Daniel Krankle	VP	PS#24	7022	VP	DHA	1323

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

NAME	POSITION	LOCATION	DISCUSSION
La Gala, Tina Polizzotti, Elizabeth Schweighardt, Lynn Marquez, Evelyn Rojas, Namy Gruppuso, Susan Lugovoy, Marina Collins, Sharon Dudley, Martha Barnwell, Kerry	Nurses	Central Registration	To Hire: 10 Nurses to work evening in Central Registration during busy seasons Dates: July 1, 2020 – June 30, 2021 Rate of pay: \$35/HR Not to Exceed: \$30,000.00 Funding Source: 11.000.213.100.871.053
Afonso, Teresa Flores, Elizabeth	Supervisors	Central Registration	To Hire: 2 Supervisors to work evenings in Central Registration during the busy seasons. Dates: July 1, 2020 – June 30, 2021 Rate of pay: \$40/HR Not to Exceed: \$5,000.00 Funding Source: 11.000.218.104.871.053
Cruz, Stephanie Garcia, Janet Izzo, Kristin Moya-Flores, Michele Tobon, Ana Alessio, Nancy Llano, Chirstina Martinez, Michelle Bogert, Na’Imah Urena, Idamis Castro, Leidy Smith, Nikki Reid, Jasmine Clifford, Charnell Colon, Febeslinda Austin-Jones, Kimeko	Staff Members	Central Registration	To Hire: 16 Secretaries to work in Central Registration during busy seasons. Dates: July 1, 2020 – June 30, 2021 Rate of pay: \$17.50/HR Not to Exceed: \$20,000.00 Funding Source: 11.000.218.105.871.051
Gonzalez, Alina Jimenez, Cynthia Rosa, Norma Mohamad, Amina Gonzalez, Melissa Delarosa, Jennifer	Staff Members	Central Registration	To Hire: 6 Part-time employees to work in Central Registration Dates: July 1, 2020 – June 30, 2021 Rate of pay: \$17/HR Not to Exceed: 30 hours per week per person. \$85,000 Funding Source: 11.000.218.105.871.089

L. STIPENDS

To compensate **William Ford** as athletic team trainer / Job ID 7306 for 2020 summer season (School Year 2020-2021), beginning July 1, 2020 through July 31, 2020.

Funding Source: 15.402.100.100.051.053.0000.000 Not to exceed: \$3,995.00

Request approval of the 2020 Fall Coaching assignments / JobID 7307 and 7310 (School Year 2020-2021) beginning August 3, 2020 through December 5, 2020. There are nine (9) full-time PPS employees listed below.

Funding Source: 15.402.100.100.051.053.0000.000 Not to exceed: \$62,843.00

School Code	Name	Step	Position	Salary
051	Agyeman, Nana	02	Head tennis (Girls)	\$7,829
051	Amato, Cosmo	01	Assistant Soccer (Boys)	\$5,746
051	Arik, Umit	02	Head Soccer (Boys)	\$9,087
051	Bacote, Shaniqua	02	Head Volleyball (Girls)	\$9,087
051	Caraballo, Leopoldo	01	Assistant Soccer (Boys)	\$5,746
051	Fabian, Daisy	02	Head Soccer (Girls)	\$9,087
051	Ford, William	02	Team Trainer (1/2 year stipend)	\$7,990
051	Hamilton, Edward	02	Assistant Cross Country	\$5,638
051	Pilgrim, Brandon	--	Strength & Conditioning	\$2,633
Account #: 15-402-100-100-051-053-0000-000				TOTAL
				\$62,843.00

Action to hire below list of counselors for the 2020 ESY Program at DBA, STARS, PS# 16 and PS# 2.

Sandra Nunez and Mauricio Espinoza

July 6, 2020 – July 31, 2020

8:15 a.m. – 1:00 p.m.

$\$35.00 \times 2 \times 4.75 \times 20 = \$6,650.00$

Funding Source: 11.422.100.101.749.053.0000.000 Not to Exceed: \$6,650.00

Action to hire below list of leads for the 2020 ESY Program at STARS, Don Bosco Academy, PS# 16 and PS# 2.

Samantha Emery, Julie Delellis, Candice Cotton, Wynter Willis, Philomena Adams
(Posting # 7185)

$5 \times 40 \times 23 \times 5.00 = \$23,000.00$

8:00 a.m. – 1:00 p.m.

July 1, 2020 – August 3, 2020

Funding Source: 11.422.100.101.749.053.0000.000 Not to Exceed: \$23,000.00

M. AMENDMENTS

Action to amend PTF # 20-1724.

N. ATTENDANCE INCENTIVES

O. SICK/VACATION DAY PAY OUT

Request to process payment for one (1) employee for sick/vacation days due to: resignation/retirement/deceased effective 5/01/2020. As per contractual agreement.

Funding Source: 11.000.291.299.690.058.0000.000 Not to exceed: \$11,080.00

NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS								
RETIRE/RESIGN AS OF 5/01/2020								
NAME	DOH	TITLE	LOCATION	REASON	VACATION	SICK/PER.	DAILY RATE	TOTAL
West, John J.	8/28/1996	Food Service	310	RET	27		\$410.37	\$11,080.00
							TOTAL	\$11,080.00

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

R. MISCELLANEOUS

S. MISCELLANEOUS (FUNDING.)

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

X. JOB DESCRIPTIONS

1854 - Supervisor of Harassment Intimidation and Bullying (HIB)

Y. Grievance Settlements

It was moved by Comm. Redmon, seconded by Comm. Teague that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. 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. 3

The Coronavirus Aid Relief and Economic Security Act 2020 - (CARES Act) authorizes the Federal Government to provide a measure of federal support in the wake of the public health crisis and economic downturn brought about by the COVID-19. Congress set aside approximately \$13.5 billion of the \$30.75 billion allocated to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary Education Agencies (SEA) based on a formula stipulated in the legislation

WHEREAS in compliance with Coronavirus Aid Relief and Economic Security Act 2020 - (CARES Act) PPS district has meet all the requirements contained in the Elementary and Secondary School Emergency Relief Fund (ESSER) which includes that PPS district will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act), PPS district will comply with all reporting requirements of the CARES Act at such time and in such manner and containing such information as the NJDOE may subsequently require, PPS district will secure access to home-based

connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations; and

WHEREAS, in compliance with Coronavirus Aid Relief and Economic Security Act 2020 PPS and nonpublic school officials engage in timely and meaningful consultation to provide opportunities for eligible nonpublic school children. Consultation process continues throughout the implementation and evaluation of programs and services.; and

WHEREAS, in compliance with Coronavirus Aid Relief and Economic Security Act 2020 PPS certifies the assurances have been read, understood and will comply with all the assurances; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of education approves the *acceptance* and *submission* of Coronavirus Aid Relief and Economic Security Act 2020 - (CARES Act) Subgrant Application through the EWEG system accessed through NJDOE Homeroom page, in the amount of \$11,619,797 *TO BE ALLOCATED*:

Cares Act (Public)	\$11,476,874
Cares Act (Non-Public)	142,923
Total:	11,619,797

It was moved by Comm. Redmon, seconded by Comm. Arrington that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 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

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Arrington: We just met and we will report on that at the next meeting.

Operations

Comm. Ramirez: We met today at 5:00 p.m. The report will be uploaded as soon as Ms. Powell has it ready for me to look over and approve. There are only six items. Four of them are in relation to transportation. One is the software use for rerouting students. The other three are general transportation items. We did have two items presented with regards to opportunities for teachers who handle AP courses. It's training and professional development for them. That was all the items discussed. I did request that the HIB coordinator come to the next meeting and present since we haven't seen any updates on HIB since we started this whole virtual learning environment. At the next meeting she will present. That was the bulk of the meeting. As soon as Ms. Powell submits the report to me it will be uploaded to the drive.

Comm. Hodges: I'm going to request that I get a phone call that tells me when I&P meetings are being scheduled that day.

Comm. Simmons: Can we make sure that Dr. Hodges gets a call?

Ms. Shafer: We will take care of it.

Fiscal Management

Comm. Simmons: We met last Thursday. We discussed a lot of what you heard tonight, the things that Mr. Matthews is doing to address some of the budget shortfalls that we are anticipating. I will make sure that we get these minutes out to all of the Board members. Are you guys receiving the minutes? I just wanted to make sure. We do have Items 14-38 that we will need to vote on next week. If you have any questions on any of those items, please get them to me so that we can have the answers for you.

Personnel

Comm. Redmon: We did not meet this week. We gave our report at the last meeting.

Governance

Comm. Martinez: We are scheduled to meet tomorrow and we will present our findings at the next meeting.

Comm. Capers: I didn't see the proposal in the drive about the general counsel contract.

Comm. Simmons: It was emailed.

Comm. Capers: I didn't get it. I'm having trouble receiving a lot of district email for some odd reason.

Comm. Martinez: Can we make sure that email is resent to Comm. Capers so he can review it?

Ms. Shafer: Yes.

Comm. Capers: Are we voting on that next week?

Comm. Simmons: Next week. Just so everybody understands what happened, we went out to RFP for general counsel services, like we do every year, to make sure we have general counsel and lawyers in our pool of attorneys. One went out for the attorney pool and one went out for general counsel. If anyone has any questions, get them to Comm. Martinez so that we can have the answers prepared and ready for you before we vote next week. These are for services beginning July 1.

Comm. Ramirez: I have the email, but it was for the attorney pool. I don't see general counsel. It says request for legal services, but I don't see general counsel on here.

Comm. Simmons: Cheryl, can we make sure that Comm. Ramirez also gets that email again? Is it in the drive?

Ms. Shafer: Cheryl is saying it's in the drive.

Comm. Ramirez: It definitely wasn't in the email.

Comm. Capers: I'm looking in the drive now and I don't see it.

Ms. Shafer: Comm. Ramirez is right. The one that went out by email was for all legal services. The action to hire general counsel is in the drive under governance.

Technology

Comm. Arrington: The technology meeting is on Monday and we will have the report at the next meeting.

Family and Community Engagement

Comm. Teague: We met a couple of weeks ago. We're going to meet again next week. Comm. Capers read the report into the record at the last regular meeting, I believe.

Policy

Comm. Capers: The policy meeting is in a couple of days. Next week we will have the meeting.

Comm. Simmons: We met yesterday.

Comm. Capers: I'm sorry. My days are all mixed up.

Comm. Simmons: Those minutes will be coming at next week's meeting.

OTHER BUSINESS

Comm. Simmons: We do have an executive session. There is a separate Google Meet that is set up for that. Did everyone get the invite?

Ms. Williams: I'll send it in a couple of minutes again.

Comm. Simmons: Cheryl is going to send it and everyone will just log in. Boris, do we need to log out of this one?

Mr. Zaydel: Yes.

Comm. Simmons: Do we need to come back to this to reconvene and close the meeting? Can we do it from the other meeting?

Mr. Zaydel: (Comments not understood)

Ms. Shafer: Before we end, I just want the Board to know we put a School Chromebook Status Report together. Deputy Superintendent Peron put this together. It's on the district website. It's convenient for parents to see. If their child's school does not have Chromebooks yet, when they will be receiving them and who right now has them. We will be updating this as we go along and the orders that we place come in and we distribute Chromebooks to those students.

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS PERSONNEL

It was moved by Comm. Hodges, seconded by Comm. Redmon 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 8:28 p.m.

The Board reconvened the meeting at 9:45 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. Arrington, seconded by Comm. Ramirez that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 9:46 p.m.