MINUTES OF THE PATERSON BOARD OF EDUCATION
SPECIAL MEETING

April 30, 2020 – 6:05 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. Oshin Castillo
Comm. Jonathan Hodges
Comm. Manuel Martinez, Vice President
Comm. Joel Ramirez
Comm. Nakima Redmon
Comm. Corey Teague

The Salute to the Flag was led by Comm. Simmons.

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.
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> In accordance with the provisions of this law, the Paterson Public School District has caused notice of this meeting:
>
> **Special Meeting**
> **April 30, 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.

Comm. Simmons: Before we go into Public Comments, each speaker will have two minutes. Boris will call out either your name or the last four digits of your phone number. You will be unmuted and once your two minutes are up, you will be muted again.

PUBLIC COMMENTS

It was moved by Comm. Martinez, 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. Paula Alford: I just wanted to receive a follow-up on what the status is for virtual learning, distance learning for students. My second point is a little bit more serious. I'm very vocal about my concerns and advocating for my children, but at all costs I make it a point to be very respectful. I definitely don't single any one person out. I had one of your teachers come to my page and tag me. Then there was another parent that made me aware of some comments that were made degrading my home schooling attempts. There were attacks made on me about not having an education. She also posted a statement saying that the PEA had singled me out, screenshot my post, and passed it around to teachers' emails privately, which makes me feel very targeted. I'm very concerned at this point that that's happening because I'm speaking on things that matter to me. I'm advocating for my child. It's starting to feel legal because I don't feel safe at this point that that's happening. There were several other parents who made posts, yet mine was the one that was screenshot by the PEA and then sent around to the members. It encourages the teachers to cyberbully parents. That teacher did that. I just wanted to make you aware of it ahead of the actions I'm going to take against her doing that. That's what I wanted to bring up. Thank you.

Comm. Simmons: As a side note, if everyone sticks around after public portion, the Superintendent usually addresses concerns. Tonight's meeting is about the virtual learning plan, just so you know, Ms. Alford.

Ms. Shanikwa Lemon: Hello everyone. I just wanted to piggyback on what Ms. Alford was saying. We are together in terms of advocating for the children. I just wanted to make a point to the teachers that as parents and concerned community members we are not out to be teachers versus parents. That's really not what we need. Education is a partnership. I just wanted to put it out there that this whole thing is for the kids first. It's not the parents are right or the teachers are right. It's what's best for the kids. My only point for today is as adults let's focus on what's best for the children, and that's making sure that their education is equal to everyone in the State of New Jersey and even the country. That's pretty much what I wanted to say. This is not us against you, them against them. Everyone needs to figure out how to be partners. That's all I wanted to say.

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

Ms. Shafer: I would like to let Ms. Alford know that tonight there is a presentation around Google Classroom and right after that is our virtual instructional plan that we are rolling out. It's a pretty extensive plan as to what's going to happen as we move forward. All of our high schools now have Chromebooks and our middle school students will be rolling those out next week. If she can just stay on, she will see the whole presentation. In addition, I'd like to address Ms. Lemon's concern. My job as the Superintendent is to ensure that our children during this Coronavirus are being fed and taught and that they're learning. That's our priority and will always be as we move forward. At this point, I'd like to go into the Google Classroom presentation. It is by one of our principals, Jose Correa. Followed by that will be Joanna Tsimpedes, who is the Assistant Superintendent for Academics. She will go over the remote learning plan.

GOOGLE CLASSROOM PRESENTATION (DEMO)

Mr. Jose Correa: Hello everyone. How are you? This presentation is basically on Google Classroom and what that would look like for our middle and high school

students who will be using the Chromebooks to communicate digitally with their teachers. Before we begin, I just want to address three terms that sometimes people confuse. I just want to be very clear with them. Our students are going to be engaging in what is called virtual learning. Virtual learning is essentially a student with a device who logs onto a web platform, which is called Google Classroom. It's really easy for the students to share files with teachers. It's extremely secure. As long as students have a connection to the internet, then they're able to communicate with the staff member. That's basically virtual learning. Computer literacy is a student's ability to use a computer. How do you turn it on? How do you log in? How do you log off? Do you know how to click and drag? Do you know how to create folders to share your files? That's something that students learn throughout all their courses and they get better and better at it. The one feature that Google Classroom gives you is that it enables students to be able to collaborate extremely easily. The last piece is something we will just call instructional technology. It's basically creating or using the technology as a tool to aid learning. For example, I might be a student who needs help using a device. That might be considered instructional technology. There might be certain applications that I can use, such as text-to-speech, speech-to-text, and magnifiers for students who have trouble seeing. All those instructional technologies are tools that they can use. It's really important for our students to become well versed in all three of them in order to be successful. Are there any questions? What is Google Classroom? It's extremely secure. That's the most important thing about the platform. When students and teachers log on, no one can see what's going on outside of our domain. In Paterson Public Schools at central office they have the ability to check what every student is doing click by click – every single file that they create, every conversation, every message that they send, or any communication whatsoever that a student sends to anyone all get recorded and stored in a vault. Teachers receive emails directly if someone communicates with someone. If Manny is in my class and I send something to him, the teacher is going to get notified automatically. The best way for you to think about it is as social media, but it's not technically media. It's a closed media group for the teacher and the students that they have. When you log onto Facebook you might post a picture. The teacher wouldn't post the picture. The teacher would post the lesson and the lesson could be video instruction or something that they need to read. However diverse that might look, the teachers give students assignments, they engage in dialogue, and then they work on files and collaborate together in order for them to meet the instructional objective for that day. What are the benefits? There are six of them that I have here. The first one is that it exposes our students to learning online. A lot of colleges in today's world require online classes. It's going to give them a really good experience in working in this manner. That's a college career-ready skill that's really important for them to have. The second one is that it gives you access to all of your materials. We have unlimited space on the Google platform for students and teachers. You never have to worry about losing an assignment. You never have to worry about if a teacher gave me a rubric, instructions, or whatever I need to do. As long as you have a connection to the internet when you download the information, you're going to have it. If a student accesses the information but they lose the internet connection, which can happen, they can still work on the device, complete all of the work, and once that connection is established, everything gets backed up automatically to the cloud. Another benefit for Google Classroom is that it's extremely easy for teachers to differentiate their assignments. Usually if I'm a teacher in class I may give an assignment at the beginning of the class and I might need 20 students to work on this. But I know that I may have students who have special needs. It could be SL or classified students. Or I may have an advanced learner, someone who is doing really well and I know that they are ahead of the class. If I was teaching in class, I would have to say I want you students to work on this, they get started, and then I move to the other students. One of the beautiful things about Google Classroom is that it allows teachers

before the lesson even starts to send all of the students their individualized assignments. When you begin the actually teaching, the students will know these are the expectations for me, for someone else, and nobody knows exactly what it is other than the teacher and the students and maybe the group that the teacher may have working together. That's also a really good feature. Another benefit of going completely digital is that there is absolutely zero paper. That saves us a lot of trouble passing things out, getting things collected, and things of that nature. Kids can't lose any of the work. When they work, there is literally no save button in Google Chrome. It saves everything that you do key stroke by key stoke. It will give you versions histories from when you first created a file up until its last point. If there is ever anything that you might want to undo or change, you can pull an archive and see everything that's there. One of the greatest benefits that we've seen with regards to the technology is the engagement. Students are digital natives. They love using technology. With the Google Classroom we're able to design lessons for teachers that will cater specifically to the needs and interests of the different types of learners that we have in our building. What does it look like? Some of you may have logged onto Google Drive. When you log on, there are different applications. Gmail is how you send email. Docs are basically spreadsheets. It's essentially very similar to the Microsoft Office Suite, but it's a very simplified Google version that's a lot easier and has what students are going to need. Excel might have some very advanced features for heat mapping and things of that nature, but middle grade students don't need that. A lot of the advanced things that you might want in a more productive work space you're not going to find there. But it's capable of allowing all of the students to produce all the work that they need to do. There are slides shows. Classroom is where all the student classes are at. If you're wondering what that looks like, when I would log in, I would see these are two different science classes. I'm also a co-teacher in all of my teachers' classrooms. I can see all of the dialogue that they're having. I know what assignments are getting posted. When you log into the classroom there are four different components here. The first one is called the stream, which are basic announcements. This is a teacher welcoming her eighth-grade class and telling them that she hopes they enjoyed the weekend. This is very similar. It's just a very simple post. She posts what it is. She inserted a link on the music project email that was sent out to everybody. It's asking to read about something that happened. There's not really work here. Students can go to the stream and they can post if they need help with a homework assignment or can't find the resource. It's basically a forum where students can just communicate with one another. This is an example of students. I blocked out all of the names and this is just a teacher warming up an activity asking them to pick a song and students are replying. The cool thing about this is it has dates. It lets you know exactly when students are replying. It gives you time stamps. Let's say I'm sitting at home and I know that I have a 10:30 math class. When I log in, all of those things will be recorded so that the teacher knows somebody is here, they're participating, or whatever the case is. Another benefit is the actual classwork. This is the assignments. It's a choice board. These are the attachments that the teacher sent out. The teacher can see she already has seven students who turned it in and it was assigned to 22. It's easy for the teacher to just click on the next page, which I'm going to show you here. These are the students that turned it in and it shows you the actual assignment. Google Classroom creates folders for every single student and it creates another subfolder for every assignment that they do and it does this seamlessly for you. I don't have to go in and do it. Once I get an assignment that the teacher sends in, a file is generated and everything is set up in a manner where it's easily accessible to everyone. One of the features that we're not using here is 0-100. We don't use this as our grading platform because we use Infinite Campus. That's how we record our grades. This does have that type of functionality, but it's not a feature that we're currently using. Suppose a student turns something in and you want to see what it is. The teacher simply hovers over the assignment, clicks

on it, and she can see exactly what it is that the student did. If the teacher wants to send the student a private comment, they can communicate here and then a separate chat dialogue box will open up and the teacher and the student can have conversation about whatever the assignment was or what they were doing. One of the other great features about this is when teachers give students assignments it automatically catalogs all of the assignments in the calendar app. These are classes here. You click on your class and it will show you I have an assignment due on the periodic table. It tells you exactly what you have to do and it will send students email reminders and calendar popups. The application in Google Classroom also helps students because it works as a little secretary reminding them they have work to do. When the students are able to see all of the work that they have on the calendar on the monthly page, it helps them to balance their time because they're aware that this Thursday coming up they may have a lot of things due versus Monday. It's a great organizer. One of the advance features you can do is collaborating with different teachers. One of the things I'm going to show you here is a collaboration of projects we had between an ELA teacher, a social studies teacher, and a science teacher. Back in February, two seventh grade girls worked on this project. It was them designing a website for famous Black singers in American history. I'm going to click on this link. This is a website that the students created. I know a lot of people are stuck on writing essays and things of that nature and it's truly important to be literate, but one of the more important skills we need right now is for our students to be technology savvy. I have a couple of girls in the seventh grade that can come in and design websites for you if you wanted to. This is the site. It's very clean and professional-looking. It automatically changes pictures if you want to see those. It has links on people who were famous. There are a few videos that she has here as well. Then there's a pretty neat timeline here that was established. When it runs, it will show you all of the different things that she accomplished in her timeline – when she was born, church singing, and things of that nature. It really allows students to be extremely creative and to be able to produce something that has meaning and value. A website generally can promote your brand. If all of our students wanted to promote themselves going into colleges, they could have their own websites. If they want to go into business, they can do those things as well. It's really helpful for them to have the ability to do those types of things. Do you see advanced features back here? Another feature for Google Classroom is if we have a parent's email on file. This student here had a parent email. Once the teacher assigns work, the teacher gets an email. If the student turns in the assignment, the parent gets another email that the assignment was submitted. If a teacher kicks it back and says there are problems, the parents get included in all the conversations. It makes it really easy for parents to keep tabs on their kids. They don't necessarily have to be looking over their shoulder. They can be on their phones or whatever device they have to make sure that all the work is getting completed. That's a pretty nifty feature that it has as well. Finally, these are the benefits for school administrators. Since we're all working remotely and I can't physically see what students are working on, we can log in daily and take a look at the lessons and guarantee that the current curriculum mapping is being followed and adhered to strictly. You can monitor who is logging on daily. You can check out the interactions that they're having. You can participate with them. Administrators also have the ability to create interactive lessons with teachers as long as they have the training and the skill set to do so. That's Google Classroom in a nutshell. Do you have any questions for me?

Comm. Teague: Thank you for the presentation. Can you delve a little deeper into the special education piece? I'm sure we're going to have students with IEPs and 504 plans using the program, so can you delve into how that's going to work out?

Mr. Correa: There are three different types of special education requirements that you can have. You might have what is called push-in where a resource teacher comes in to work with you. You're doing the grade level content, but you need modifications. A modification might be for the text to get right to you or whatever the case is. If it's a push-in environment, the classroom teacher and the resource teacher will be co-teachers working in that platform. The resource teacher is charged specifically with modifying the lessons to make sure that the special education student is getting the modification. If it's pull-out replacement, that means that the student is getting pulled out of the class and they get a different level curriculum. For example, I may be an eighth-grade student who is working at a fourth-grade math set. Those students that fall into that category are in separate Google Classrooms with their pull-out teacher. They're not getting their assignments with everyone else. They get them individually. The next setting is called pull-out but it's still content or grade level. The students would be exposed to the current curriculum standards and objectives per grade level. Those teachers with pull-out students would have a different group that meets with them and it might be a lot smaller. For example, I have a teacher who works with 5, 6, 7, and 8 grade students in pull-out replacement. Even though they're in three different grades, that one teacher will service all of them together in one classroom because they have similar needs because they're all functioning at a fifth-grade level. Do you follow?

Comm. Arrington: It was an awesome presentation. Thank you very much. It's driving the goal of college and career readiness for our children and accountability for everyone. Is there a possibility of integration with Infinite Campus in the future?

Mr. Correa: They can integrate. That’s a conversation that MIS and the Department of Technology need to have. It's their domain. I'm not over there anymore, but it is possible. I know Lenny was working on a manner where a teacher's classroom and the student rosters would automatically be uploaded into it. There is a way to merge it, but those are just two different departments that have to set that up.

Comm. Arrington: One of the challenges we have is a lot of our students don’t have printers. Is this going to simply be a matter of posting a document in Google Classroom where they have to print it? Are they going to be able to use PDFs so they can edit? How will students post their responses to worksheets and questions?

Mr. Correa: If there's a worksheet that I give, there's an application that was pushed which is called KAMI. You might all see it if you log in with your pps.org accounts. That's a PDF editor. Students can go right into the PDF, make whatever adjustments they need to by simply clicking on an inserted text box, put the line where it needs to be, type whatever they need to type, then the responses are sent automatically. Don’t forget, the Chromebooks also have KAMI. If a teacher gives a student math work and they need to do the math with paper and pencil, they just turn the camera, puts it right on the work, snaps a picture, it uploads directly to their drive, and then the teacher gets it all. Even with the packets that we have, I don’t want to step out of bounds, but students can actually take pictures of the packets and send those to teachers as well.

Comm. Arrington: My son does that.

Mr. Correa: You can do that. It's a really robust way to help students work given the limitations that we have having to work digitally now.

Comm. Arrington: Thank you very much. Thank you for your presentation. It was very informative.

Comm. Simmons: Comm. Arrington, teachers also have the ability to create work using Google forms or any of the Google applications and those can be edited right in the classroom too.

Comm. Arrington: Thank you, Mr. President.

Comm. Capers: Thank you, Mr. Correa. Mr. President, you hit it right on the nose. Can the teachers just use the Google forms? That's what we use. Can that be mandated? I think that's an easier way than using the PDFs. Comm. Arrington touched on one of my questions in terms of turning in the work. A lot of these parents are saying that it's hard to upload the big packets. How are we communicating that to the parents?

Comm. Simmons: Hold on because that's actually part of the next presentation.

Comm. Capers: You were also talking about the parents getting emails. A lot of parents don't understand the Google Classroom system or suite. Are we encouraging parents to download the app? Does the app give notifications?

Mr. Correa: We have email addresses already in Infinite Campus. When people register, we collect their phone number and all these things. Email is an option. Teacher email notification sends the parents an email and asks if they would like to be invited into the Google group so they can receive daily posts on all the work. The majority of the ones who did have emails on files indicated yes. That's something we would have to post.

Comm. Capers: I think we need to do another reminder about the app because now this is our primary learning system. Before it was secondary and then a lot of teachers weren't using this Google system. A lot of parents just didn't sign up and didn't really take that component very seriously. Now it's our only way of educating our kids. We have to put out to the parents to download the app so they can track their child's education. Is the Google Meet integrated? How is that going to work?

Comm. Simmons: I think that's part of the next presentation.

Comm. Capers: Does Class Dojo for the elementary kids work the same way? Is it a different thing?

Comm. Simmons: Madam Superintendent, is that a question for the next presentation as well?

Ms. Shafer: Yes.

Comm. Simmons: Any other questions for Mr. Correa?

Comm. Hodges: How proficient are our teachers and students in using this system?

Mr. Correa: All of the high school teachers received two days of professional development last year on the Google Classroom platform. I spent about a week in every high school in my other role. For all of the teachers that needed assistance or help we designated point persons in the building. I also designed lessons and worked with people one-on-one if they needed help. I know the high schools are trained. If we had new staff members, then they would also have to be trained. Keep in mind they've been doing it for seven years now. BTMF has also been using Google Chrome for many years. A lot of the other high schools have been using it for a while, but they

haven’t received the formal training for it. We also have access to the Google training center, which gives the teachers free professional development on all of the applications and the features. They just need a designated professional development time period so they can get in there, log on, and do whatever it is that they need to do. There's also a free customer support number for teachers. They can call, get a live Google representative that can walk them through and help them with anything that they have to do. That's all included as part of the services when you purchase Chromebooks.

Comm. Hodges: But we still don't know how many teachers are fully competent.

Mr. Correa: I can't speak for the rest of the district, but I do know that the teachers at School No. 3 have all been trained. I've also trained the staff at the one-on-one schools, School No. 16, YMLA, Dr. Hani Awadallah, Paterson Catholic, School No. 1, and Urban Leadership Academy. I can personally vouch that those schools were trained.

Comm. Hodges: The bottom line is, unless everybody is competent, then it doesn’t really work.

Ms. Shafer: We're not rolling Chromebooks out to anyone who has not been using them or has not been trained. We met with the principal and right now you will see through the next presentation that we're not rolling Chromebooks out to everyone right now because some are not ready. We don’t want to give someone a Chromebook and they're on their own trying to figure this out. The ones that are getting them right now, and then there will be another wave, are those that are comfortable, have experience, have had professional development, and have been doing it already. It's not going to be everyone right now.

Comm. Hodges: What do they use instead?

Ms. Shafer: They will continue with the paper packets.

Comm. Hodges: I have concerns about that because then you have some people doing one set of instruction and then another set of instruction in the same class. That's a problem to me. Without uniformity it's catch or catch can. I already have concerns about virtual learning – the country does – at a non-higher educational level. I'm really hoping that there's a renewed effort to train people so that we can get as many staff on board as we possibly can.

Ms. Shafer: In the next presentation you will see the amount of professional development that is going to be offered, the time that we have allotted for that, and the way in which we did the schedule. We are as concerned as you are. We don’t know when we're going to be able to reopen. There's a possibility we may reopen and something happen in the fall. We want to be ready and that's why we have made the schedule that you will see in the next presentation to allow for professional development.

Comm. Capers: Thank you for that information. Dr. Hodges hit it on the nail. A lot of Board members had the same concerns. The presenter said that he trained all these teachers, but they never implemented it. Now we're using it and we have to roll out another training for them. That puts our students further behind. There are some students who are going to be getting this and some not because the teacher didn’t implement it the right way. Hopefully this plan will be rolled out. I hope it is effective and will be rolled out efficiently.

Ms. Shafer: I didn't hear that individuals that were trained didn't implement it. We trained all of the high schools and they are implementing it. He trained some of the elementary schools down to the third grade and you're going to see that some of those are going to be implementing it. Where it was done and implemented is where we're going to move forward first and then additionally training for those who haven't had it so they can be ready. We're not exactly sure what's going to happen in the near future with the virus.

Comm. Ramirez: Thank you very much for your presentation. I know some parents sent me a message about software they were told to use named KAMI to convert things to PDF. How does that integrate with Google Classroom?

Comm. Simmons: He talked about that earlier when Comm. Arrington asked his question.

Comm. Ramirez: I'm sorry. I didn't hear him mention KAMI.

Comm. Simmons: He did. He mentioned it when he answered Comm. Arrington's question. I'm not sure if it's an add-on or an extension. You can download it and convert to PDF and edit the PDF.

Comm. Ramirez: He mentioned KAMI, but not the integration.

Comm. Simmons: It's either an add-on or an extension. They can download it.

Comm. Ramirez: I'll get the parent's information and maybe the Superintendent can reach out to them.

Comm. Martinez: Just to provide a little bit of context and perspective to a lot of the comments that were being made, what we're really facing right now is the task of operating on two parallel tracks. One is the long-term track and the other one is the short-term track. In the short term, it's essentially making sure that for the next two to eight weeks we want to make sure that those teachers and scholars who have the Chromebooks and the training that they have what they need so they can immediately start using and implementing those virtual components. To try to turn out Chromebooks in the next couple weeks and train the teachers and the parents is not feasible in that short window of time. To our Superintendent's point, for those who haven't received the materials and aren't trained just yet, they'll continue with the paper packets while those who do have the Chromebooks and the technology will work on that. If 80% of our district is able to use the Chromebooks and the teachers are trained, we don't want to throw the baby out with the bath water and say 20% don't have it, so no one is going to use it. Whoever is prepared to use it, will use it. Those who don't, we will work to catch them up. The long term is leading up to the fall. Everything is very fluid. We don't know exactly, but assuming we can get back and start in September, our goal is to ensure that by then all of our classrooms, teachers, and scholars will have those Chromebooks available for them to use. Not only that, the teachers will have the proper amount of professional development and the parents as well so they're learning how to navigate the system. Let's just keep those two things in mind as we're going throughout the course of the meeting. We have the short-term and the long-term so we know where we're working at.

Comm. Castillo: Thank you for that great presentation. I think Comm. Martinez hit the nail on the head. That's about it. I agree.

Comm. Arrington: I want to echo Comm. Martinez.

Comm. Hodges: I do appreciate Comm. Martinez' comments. However, I do recall the comments of the parent who called during the last meeting irate about what she thought was being delivered to her child. If her child was not one of the people who have the Chromebooks and was advancing at that level, that's a concern for them. I want to make sure that the district applies maximum effort to bring us all on board as soon as we can. I recognize we can't just give out Chromebooks like that and the training is a systemic process. However, we've had a chance to do this for some time and have not moved forward, particularly with the technology. That's been my concern for many years as you know and now we have to do it. I'm pushing again to move with all deliberate speed to upgrading our use of technology in this district and our ability to relay that to our students, which we have not done to the degree that we could have over the past decade or so.

Comm. Martinez: I agree, but let's keep in mind hindsight is always 20/20. We can look back and say all the things we could have done. No one expected this pandemic to come and rock our school district and the school districts across the globe for that matter. It's easy to say we could have done. Let's look at the things that we have done. We have been able to accomplish quite a great deal. There are gaps to fill, but we have been able to accomplish a great deal as well.

Comm. Hodges: We haven't had computer literacy across the board.

Comm. Simmons: I wouldn't say computer literacy. As Mr. Correa said earlier, a lot of our students are computer literate. You'd be surprised. I think we often mix computer literacy and things like computer science and programming. They're different. A lot of our students are computer literate. We do still need to work towards the other areas such as the science portion of computers and we will get there. If we get into the next presentation a lot of the questions will be answered. Based on what we heard last week from parents a lot of these things are going to be addressed.

Ms. Shafer: Just to add, we have put together a technology plan for going to one-to-one devices. We did that the first year and rolled it out to the high schools. They've had the one-to-one devices all last year. They were using them throughout the day at the school. Right before the pandemic we were getting ready to pilot the high schools taking them home. We were putting everything together. Instead, we sped that process up and got them out to the high schools. Our second part of the plan was to do it for the middle schools and we started to do that. Unfortunately, money always becomes an issue and so we were not able to outfit every middle schooler with the Chromebooks. We started that, did the training, and you will see in the presentation the number of schools that are ready and will begin to be rolled out next week. If it's alright with you, Mr. President, we will move into the presentation. I'm going to ask Joanna to take us through the presentation. You received the plan this morning so that you could review it and send us any questions you might have. At the end of the presentation we will take questions as well.

DISCUSSION ON DISTANCE LEARNING

<u>Instructional Plan</u>

Ms. Joanna Tsimpedes: Good evening everyone. Through my presentation you will be able to get the answers to some of the questions you have. We have been working on

a remote plan for learning to ensure that we are providing our students the best education possible under the health-related school closure. Last week we started distributing Chromebooks to our high school students. As Ms. Shafer had mentioned, our students at the high school level have been using these devices for the past two years. The only difference is now they're able to have them at home with them, inclusive of internet, which was an issue that we were worried about in equity for our students. The plan that you see before you was created with various stakeholders at hand to ensure that our students and our Paterson Public School District is ready to move forward with Google's G Suites for Education and Google Classroom for all, inclusive of staff, administrators, and students. One of the things that we changed moving forward with the plan was that staff are now required to be present between 8:15 and 3:00 for student questions, parent questions, as well as for the remote learning schedule, which I will show you in a few. Within the plan we created teacher expectations for schools with devices. This is specific to the high schools. At the end you will see the schools that we will be rolling out within the next two weeks devices based on their readiness to move forward with G Suites for Education. Teacher and students will follow a four-day instructional week, Monday through Thursday. Fridays will be used by students for independent work to be able to interact with their teachers for additional support. Teachers will have office hours specific to content areas and that will be shown in the schedule in a few minutes. Professional development will be offered to teachers at various levels. There will be professional development for teachers who are novice to Google Classroom, for intermediate, and for those with experience and proficiency. Teachers will select the professional development based on their individual needs. They can also utilize that time to grade assignments, as well as students utilizing that time to utilize intervention platforms and to complete their work. Going forward responses to students, parent emails, and outreach for assignments from parents and students will be within 24 hours regarding an assignment. For any other inquiries based on what the topic is, teachers and staff will respond within 48 hours. There will be additional office hours provided daily to students so that teachers have the flexibility to respond to questions in a timely manner. During the remote learning, new material will be taught through Google Meet and Google Hangout. Teachers will be provided professional development on how to utilize Google Meet and Google Hangout. Teachers will also ensure that students are aware of the times of availability outside of the office hours should students have any concerns. Teachers can do either asynchronous or synchronous presentations. We are asking for teachers to record because in today's pandemic we have students who are unable to view the Google Meet at that time because they are working. They may be caretakers for their siblings. They may have sick family members at home that they're attending to. It's only fair that we provide them the opportunity for every aspect for them to be successful at home. Teachers can go live with their students. You will see in the schedule when their times will be. Lesson plans will be mailed to administrators for review. The administrators will provide feedback and then upload that to our drive as that is our evidence to the state that we are including 180 days of instruction. Principals and vice principals would be invited to the classroom so that they too can see the work that the students are doing. We are asking that assignments not be due on the same day to provide students the opportunity to complete the assignments. As I mentioned earlier, some students are working and some have other hardships at home and may not have access to completing the assignments on the same day. We are asking for student attendance to be monitored via participation in Google Classroom and submission of assignments as we have been doing. We're asking if a student is absent for more than two days and the teacher has not heard from them, for the teacher to communicate with them and let the principal know. Perhaps there's something going on at home that we're not aware of. Perhaps the child is sick and so forth. We will be reaching out to teachers and the administrators. We've included teacher etiquette. This is something new for many to

do. We have included professional development. As Dr. Hodges mentioned, professional development is key to making sure that this plan goes forward in a successful manner. Yes, we do have varying degrees of teachers in the district who may be novice at Google Classroom and others who are experts in it themselves. Professional development will be occurring every day by supervisors and administrators. As you saw, Principal Correa provided professional development today for all. We also have teacher coaches, teachers who are Level I and Level II Google educators who volunteer to also provide assistance as needed. We have district supervisors who will be providing online coaching sessions for teachers who are in need of additional support on top of the professional development that is being offered. Daily professional development will be between the hours of 1:00 and 3:00 depending on the teacher's schedule and inclusive of Friday outside of their office hours. We do have student expectations as well. We're going to be following the schedule that we have indicated in this plan. Since the students' schedule is from 9:00 to 1:00, we're asking that their lunch period falls within the schedule to utilize that time for intervention programs. It's important that our students stay on task with building their mastery of content and skills. We're asking that the students participate in Google Classroom daily as a check-in, whether to post their assignment or a comment based on what the work of the teacher is. They have to adhere to the due date. They need to respond to teacher emails and inquiries. When they are having trouble with a concept that is presented or they could not attend the course content for that day, they can reach out to the teacher for extra support, inclusive of technology support. Perhaps they're not familiar with Google Classroom. They just may need to add the code. We also have student etiquette, just as we have teacher etiquette. We're asking that everyone check their devices before they enter so that they're not having technical difficulties. We're asking them to be present as possible and to communicate effectively and respectfully. In front of you, you see recommended high school schedule. I'm going to walk you through the schedule so everyone understands what you are seeing in front of you. On Monday, a child's day begins at 9:00 with regards to their course work. Some high schools have zero period and some do not. For those that have a zero period the teacher will instruct at zero period. For those who do not, they will be using that as a time for preparation and reaching out to students as necessary. Students will follow a period 0-4 schedule on Monday, just as they would if they were in their regular school. On Tuesday, they will pick up at periods 5-9. On Wednesday and Thursday they will repeat the same. On Friday we're providing that time for students to do the independent work assigned to them via their teacher's Google Classroom and Google Meet. As mentioned before, teachers would host office hours, grade, and attend professional development as needed based on their needs. Two high schools will deviate from that schedule. Great Falls already has an alternative schedule in place that has been working for them since the beginning of the health-related school closure. Rosa Parks has asked to change their schedule because they have a 10-period day starting with periods 1-10. Monday would be periods 1-5, Tuesday would be periods 6-10, and they would repeat that on Wednesday and Thursday. We also have a recommended elementary school schedule. In the elementary world, the day works a little differently because we work on an A-F or 1-6 schedule. On Monday they would have periods 0-4 for Day A and on Tuesday they would continue Day A periods 5-9. The students would see all their classes on those two given days. On Wednesday and Thursday they would continue the schedule. They would follow a Day B schedule, for Wednesday 0-4, and periods 5-9 on Day B for Thursday. Fridays would be the same format as the high schools. Students will have the opportunity to work on independent work, their intervention programs, reach out to teachers for small group instruction if necessarily, and so forth. Week 2 would be Days C and D. Week 3 would be Days E and F and we would revert back to Days A and B for Week 4. Period 0 in the elementary world can be used for meetings by the homeroom teacher, SEL, intervention, planning, and digital

learning for students. It's at the principal's discretion. They will have the same office hours as the high school teachers. I spoke a lot about staff expectations for schools with devices given to the students. I'm now going to speak about staff expectations for staff members of schools who do not have them given to the students. They too will refer to the 8:15 to 3:00 work day. They're responsible to reach out to students and parents consistently to answer any questions or concerns they have. They can do this via email, phone call, Google Meet, or Hangout. If parents who are online should see a blocked number, teachers are probably using *67. I urge you to pick-up that phone call because it may be your student's teacher calling you to follow up on a concern you may have had. Or they may be calling to just follow up and see how your child is doing at home. Teachers can also use Google Voice if they're uncomfortable using their personal phone number. We will provide instructions to the teachers on how to do this. We're asking that teachers stay in contact with all students at a minimum once a week. This should be done during the time they would have their students according to the schedule above. We understand that the students may not have devices at home. However, they will reach out to those students during that scheduled time. They will continue to participate in professional development opportunities, especially if they are new to Google Classroom and G Suites for Education and need additional support. The trainings for G Suites for Education and Google Classroom are not just for the schools that have devices. It is for all Paterson Public Schools staff to ensure that when the time comes and we are able to afford the opportunity for our students to all have equity that we are ready to move forward. Just because a student does not have a device issued by the district that does not mean that they may not have a device at home. We have seen where teachers have been using Google Classroom at schools that have not been issued devices. Even if out of a class of 25 only 12 have devices and are able to respond, that's 12 students that you're keeping in contact with via Google Classroom. The other 13 will be contacted via email, phone call, or Google Meet Hangout. Packet lesson plans are specific to teachers when designing the packets. We're asking that there are limitations on how much work is provided, that it's given a maximum of 100 pages for 10 days, inclusive of all subject areas. We had specific guidelines in place for our SET and bilingual students. We asked for specific title pages so that when parents were picking up the packets were receiving the correct packet with the grade level and the teacher's names on it. If students took the time to do 3-D projects or posters we ask that they take the time to email the picture to the teacher directly. I will tell you one of the concerns I heard several times tonight was about the ability for students to upload their assignments. We have a page under the COVID-19 tab resource that is specific to parents and students with tutorials, instructional resources, and websites that students can look at and view along with the families with regards to various content levels for all grade levels. We will also be including in there little snippets of how you can upload your documents without having a device at home if you have a smartphone. These are all things that will be available to all on the COVID-19 tab on our main website under resources for parents. We also have expectations in the plan for nurses, guidance counselors, teacher coordinators, master teachers, secretaries, social workers, child study team members, instructional assistants, personal assistants, and security. It has been decided by the district that making period three will have ended on March 16, as March 17 was the day the health-relates closure took place. Students will be graded on what was in the system as of March 16. Grades will close out by next Friday. Information will be provided to the parents regarding the report card distribution. We understand it's a trying time for everyone, inclusive of students, families, community members, and our staff. We have allowed students to continue to work on packets they may have not submitted and we're extending it through June 1 for students to submit the work. This will provide us the opportunity to upload the packets for teachers to grade in time for the fourth marking period closure. If students do not submit their work prior to the deadline, they will receive an incomplete for the marking period and no

report card will be provided until the work is submitted and graded. If packets have not been returned by the end of the year due to various circumstances that each family has, students upon the schools physically opening the doors will have a week to return their packets and have them graded. In June we will be providing students a benchmark to see their proficiency for grade level work. That will allow us the opportunity to see where our students stand when it comes to the standards that have been mastered in their grade, which will be used as a gauge for summer school to see who the students are that we would remediate in summer school. As you know, these are trying times for all and we are going with an unscripted schedule in front of us as we do not know what the future is when it comes to schools opening. With regards to Chromebooks, teachers are able to monitor progress through their Google Classroom, their submission of assessments, and their Google Meet Hangouts. Each school has provided in a Google forum having the administrators and teachers communicate with the parents and students. We provided this information to the Board earlier today in the packets that were sent out. I just spoke about summer school. We are going to use the benchmarks that are going to be provided to the students in June. We are now determining how the students will complete the benchmark. Those that have technology can do it digitally and those that do not will have paper and pencil. They will have time to complete. As for teachers for summer program, because it looks like we may end up having a virtual summer school depending on what the Governor decides with the opening of schools, one of the goals is to ensure that the teachers are working the summer program, have them demonstrate proficiency in utilizing Google Classroom during the closings and/or during the school year. As for summer school for the high school students, they will be selected based on their credit bearing needs for graduation starting with our seniors and moving our way down to our freshmen. Again, teachers will be selected based on their proficiency in using Google Classroom. I'm going to bypass the elementary schools with devices for a minute because we have an updated form. I will show you that at the end of the presentation. During the health-related school closure, these are trying times for our students and their mental health is very important to us. Our director of guidance, along with her team, has put together a virtual counseling and crisis intervention protocol. You should have all received this today earlier in the communique that went out. We have crisis resources and helplines provided to our students and they will be shared when Ms. Shafer has her community forums and senior meetings. We even have a forum created so that students can fill out the link and send it to their guidance counselor saying that they need to speak to them. The same has been provided for teachers. If they have a concern regarding a child, they can send a teacher report for student counseling, fill out the form, and the counselor will respond. We have an FAQ that has been created for virtual counseling and crisis intervention. These documents will all be placed under the guidance department for all to view. We talked about staff expectations. We also have school administration expectations. One of the most important is to reach out to parents with questions and concerns that parents may have and monitoring our students' academic progress via Google Classroom and the work that is being submitted. We also have the review of lesson plans to ensure that the work is grade level appropriate, as well as ensuring that the packets that are being provided to the students are grade level appropriate. This is the first group of Chromebooks that will be going out to our elementary schools. This will take place the weeks of May 4 and May 11. We have School No. 1, School No. 3, School No. 6, School No. 7, School No. 8, School No. 12, School No. 13, School No. 15, School No. 16, School No. 26, School No. 28, School No. 29, Dr. Hani Awadallah, Norman S. Weir, Newcomers at NRC, NRC, Alexander Hamilton, Don Bosco, and Young Men's Leadership Academy. It is not just middle school. It's inclusive of other grade levels based on the devices. These are already classrooms that have been using Google Classroom with their students. There may be teachers who need additional training and that is why we have created the schedule we

have to allow that training to take place so that we can all move ourselves to becoming more proficient in using G Suites for Education and Google Classroom. This is the end of the presentation for the remote learning plan. Are there any questions?

Ms. Shafer: If you look at this list, we have 39 elementary schools. What you have here is 19. There are 20 elementary schools and one including our Early Learning Center that need to be trained and we need to get devices for. We're well over 50% of everyone having a device and being ready. Right now, we have 20 schools that we need to concentrate on to provide professional development and to get more Chromebooks. I just wanted the Board to know that.

Comm. Arrington: Thank you, Joanna. Great presentation! The biggest complaint we're hearing is that we need more synchronous learning for our children. Will the schedules that you posted be for synchronous learning for the students? Or is that just a timeframe where the teacher is available for student questions?

Ms. Tsimpedes: The schedule that we have in here is for Google Meet to take place synchronous as much as possible. We do understand that certain circumstances can exist where it may not be able to take place, but the goal is that once a week we have synchronous learning taking place, and for whatever reason it may not take place, to have the ability to do asynchronous so that our students have a point of reference when working on assignments.

Comm. Arrington: Thank you. Synchronous learning could be a taped recording, correct?

Ms. Tsimpedes: Yes. That's part of the professional development we're going to be giving to teachers as well. That is something new to many and we want to ensure that everyone understands. I know there is some hesitation on behalf of some with security and seeing how they know kids aren't going to take those videos and do something with them. We're going to take the precaution we can on our end for that as well.

Comm. Arrington: Thank you. I appreciate it and thank you for the presentation. It was very informative.

Comm. Simmons: Thank you for that presentation. I think you covered a lot of the concerns.

Comm. Arrington: What do we say to those parents who say their school is not on this list? Is that going to be part of the third wave before September? Will we have more devices and PD for the teachers? I just want to answer that question for the public.

Ms. Tsimpedes: In a perfect world it would be great if we would have the devices before the end of the school year. We have placed an order for additional devices. I believe it's 1,500 additional devices that we are able to purchase with funding. As many of you have heard, the CARES Act is the $13.4 billion that has been allocated for education by Betsy Devos in a stimulus bill. We are also looking to utilize that money so the entire district, pre-k through 12, has one-to-one. We have to wait for our allocations to be provided to us from the state to see how much money we will be receiving. One of the top priorities is to ensure that we are providing our students with the best education possible during this health-related school closure and upon return when schools open up officially. I will tell you we do have a second phase once we have the Chromebooks in our hands from the order we just placed. Based on that, we will be looking at pre-k through 5. It will be the remainder of the district. That again

depends on the stimulus money we are to receive under the CARES Act. Many of you are aware of the donations that have been coming in from PayPal through the generosity of many donors and that will also be used towards the purchase of Chromebooks for our students.

Comm. Arrington: I appreciate it. I just want to get the message out to the public that we are working on the rest of the devices for the rest of the students.

Comm. Simmons: Thank you for that presentation. I think you answered a lot of the concerns. I know we still have work to do, but under the circumstances I think you and Ms. Shafer's team have been able to get a lot done in the short period of time. I can understand the parents' frustration. Everybody is frustrated because districts around the state, not just Paterson, are trying to scramble and find money to provide technology. In a lot of cases, money just isn't there. It doesn't help that the state doesn't have money. Hopefully in the Governor's trip to D.C. today he'll be bringing back some money or some hope and we can get through this with the technology that we need. Are there any other questions?

Comm. Capers: Thank you for that presentation. You mentioned that teachers can go live. Is that mandatory or optional?

Ms. Tsimpedes: Until teachers truly understand how to utilize the platform, some teachers are comfortable using and some are not. We're giving them the option. One of the concerns today was if they do not do Google Meet, we suggested in Google Classroom they can post a video. Let's say there's a specific skill set, they can post a video and then they can walk the kids through the video in Google Classroom. It's real time, yet it will also be saved in there. We are hesitant to say everyone is mandatory at this time. However, we are encouraging that at least a minimum of once a week they are synchronous.

Comm. Capers: The problem I see happening is some of the issues you outlined. Some of the students are working and they're dealing with different issues. They might not be able to log on at times. You have kids who had the Chromebooks already and had those different issues. If the teacher is not savvy enough, if they don't want to go live, or do the video, the kids are still missing out. I think that's going to be a little bit problematic.

Comm. Simmons: Comm. Capers, I think she answered. Teachers will have the ability to record those lessons for those students who can't make that classroom, who may be a caregiver, or may be working. They can always go back and see that.

Comm. Capers: It's not mandated. It's an option.

Comm. Simmons: No. What's not mandated?

Ms. Tsimpedes: Google Classroom is not an option.

Comm. Capers: I'm talking about the videos.

Ms. Tsimpedes: In Google Classroom you can also post videos in there for students to view at a later time. Not necessarily does it have to be the actual teacher. It can be a video that they found. Teachers share resources amongst each other all the time.

Comm. Capers: YouTube videos.

Ms. Tsimpedes: You would be amazed at what wonderful work our own teachers have been doing and have been showcasing through social media. They're really putting their best foot forward in some cases with what they're doing with technology. We have such different hardships that vary across the district and we need to ensure that we're not penalizing students because of those hardships.

Comm. Capers: That's my point. What are the aides' roles in this rollout? You talked about administrators calling students. Are we giving the teachers Google numbers so they're not using their regular phones?

Comm. Simmons: Ms. Shafer spoke to that earlier. I think Ms. Tsimpedes touched on it as well. Teachers will have the ability to use Google Voice if they don't feel comfortable using their phones or with students having their phone numbers.

Ms. Tsimpedes: Personal and instructional assistants can also participate in the Google Classroom that the teacher has created. That's part of their function. If you read the staff expectations, it's included under the different roles of the staff members we have in the district.

Comm. Capers: Are they included in that?

Ms. Tsimpedes: Yes, the assistants are to continue to work with the teacher and participate in professional development. We've asked that they be invited to the Google Classroom, as well as provide support with outreach to students. It encompasses everyone as a staff.

Comm. Simmons: I just want to piggyback on something Ms. Tsimpedes said. You want to give teachers options between video and live. I know a lot of districts around the state have concerns about the live portion of it. They try to limit that because you never know what's going to happen. There have been a few incidents around the state. Students can interact with teachers during their office hours live. If you have 30 students in a class and there are 10 students who are struggling, you can have a small group session with just those 10 students. I think it's important that those options exist between synchronous and asynchronous because you just want to be careful.

Ms. Tsimpedes: One of the things to have a successful remote learning plan is the idea of flexibility. This is something new for all and we have to be understanding for students too. This virtual learning is new for them as well. As Dr. Hodges stated earlier, virtual learning is something new that kids may not be used to as well. We have to be mindful of the stress it puts on them as students to complete everything and to learn everything for those who may not have had the experience prior to Google Classroom and G Suites for Education. But I will say children are resilient and sometimes some of these students know more than us when it comes to technology and utilizing apps. I do want to mention that KAMI is an extension that is in Google and is available for our students to download. We are going to actually put some useful app extension information for students under our COVID-19 resources for parents and students.

Comm. Arrington: I want to thank you all. You and I, Mr. President, do a lot of talking offline about what other districts are doing and this is a giant leap forward. It's on comparison with a lot of other districts out there, not just in New Jersey but across the country. I think we took a giant leap forward and we're going to continue moving forward educating our children. I just want to thank the district and the leadership for doing this.

Comm. Simmons: Are there any other questions before we move forward?

Ms. Shafer: The other piece that you need to know is that we set up an email system where once the teachers receive this instructional plan, if they have any questions, concerns, or issues they can send an email. We will be monitoring that twice a day. We will be getting back to them and then we will develop a Q&A that we will put on the website. Any problems will be addressed pretty quickly. On May 12 and 14, I and my team will be meeting with all of the seniors at all of the high schools. We will be having virtual meetings. On the 12th we have one at 10:00 and 1:00. On the 14th we have one at 10:00 and 1:00. We want to make sure they understand the importance of the fourth marking period. We want to see them graduate, but you have to pass your courses before you graduate. We will be talking to them about proms and their senior trips and all of that. At this point, the senior trips, proms, and the eighth grade dance have been cancelled or postponed until a later time. We are also having virtual community forums, one in each Ward, to go over this instructional plan with our parents as well as talk about graduation ceremonies, getting reimbursed for a prom bid, and things like that just to update the parents on where we are. We will get you the times and dates of all these meetings, but I think it's important that the parents know and are updated on what's going on, as well as the district pushing the seniors through this fourth marking period. I'd also like to take an opportunity to thank my team. We are a skeletal team right now. We do packets, meals, and in our spare time we put these kinds of plans together. People are working weekends, around the clock, staying here late, and trying to put everything together so that we can move the district forward. There are only a handful of us who are doing a lot of this work. I certainly want to thank my team. The principals, teachers, personal aides, secretaries, and everybody who are out there doing the remote work are working together. They're working with us as we continue to move the district forward. I just want to reiterate that we have now 20 schools left out of 56 that we need to continue to apply the pressure and do the professional development that's necessary so that we can get them up and running as well. Thank you, Mr. President.

Comm. Simmons: Thank you, Madam Superintendent.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

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

WHEREAS, in response to the COVID-19 pandemic, the Legislature has revised N.J.S.A. 18A:7F-9 to permit the use of virtual or remote instruction to establish compliance with the 180-school day requirement during a public health emergency; and

WHEREAS, in response to this order the Paterson School District submitted a Health-Related School Closure Plan inclusive of remote instruction and meal distribution; and

NOW THEREFORE, BE IT RESOLVED, that the Board hereby approves the District's Health-Related School Closure Plan inclusive of remote instruction and meal distribution to meet the 180-school day requirement, which was previously submitted to the Department of Education on March 2020 and implemented since the District's closure on March 17, 2020.

It was moved by Comm. Teague, seconded by Comm. Martinez 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
- 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, Pursuant to N.J.S.A. 18A:7A and N.J.A.C. 6A:30, once every three years, districts are required to undergo a full New Jersey Quality Single Accountability Continuum (NJQSAC) district performance evaluation and must complete the District Performance Review (DPR) and review using an instruction and program checklist provided by the NJDOE and,

WHEREAS, Paterson Public Schools was granted a waiver for Fiscal, Governance, Operations and Personnel from the NJDOE. Instruction & Programs underwent the accountability procedures through NJQSAC, with Indicators 1-7 being scored through our approved NJDOE equivalency and

WHEREAS, the Board of Education has received from the Superintendent of Schools, the District Performance Review (DPR) in the areas of Instruction and Programs

NOW THEREFORE, BE IT RESOLVED, that the Paterson Board of Education has reviewed the District Performance Review (DPR) and authorizes the Superintendent of Schools to submit the DPR for the 2019-2020 school year to the NJDOE in the area of Instruction and Program.

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

Paterson Board of Education
Standing Abstentions

Comm. Arrington
- Self
- Family

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

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

Comm. Hodges
- Self
- City of Paterson

Comm. Martinez
- Self

Comm. Ramirez

- Self
- Berkeley College
- City of Paterson

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Comm. Teague

- Self
- YMCA

OTHER BUSINESS

Comm. Simmons: Before we adjourn, I just want to remind Board members that if you have additional questions about the plan, please send them to Cheryl or the Superintendent so that they can be answered. Secondly, we have a meeting on Monday and Tuesday. Charge your Chromebooks and get into a good WI-FI area.

ADJOURNMENT

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

The meeting was adjourned at 7:50 p.m.