

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

April 22, 2020 – 6:00 p.m.  
Remote - Zoom

Presiding: Comm. Kenneth Simmons, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools  
Ms. Susana Peron, Deputy Superintendent  
Robert Murray, Esq., General Counsel  
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.

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

**Regular Meeting  
April 22, 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: I'd just like to remind everyone to put their phones on mute until you are called upon to speak so that we can limit any background noise.

**REPORT OF THE SUPERINTENDENT**

Ms. Shafer: Good evening Board members. I did send you a few minutes ago the report that I printed. It's been now about a month that schools have been closed. We're in unusual, unprecedented and uncharted territory. The overall reality is that we're in a crisis. History has shown time after time a crisis has a way of revealing the truth about

who we are as a nation, a state, a city, and a school district. Speaking for the district, the past month has revealed that we have remarkable strength and in some cases areas that simply are not as they should be and have risen to greater priority. One such area is the inequity among our students in terms of their access to the internet and devices to use it. A fifth of the 21<sup>st</sup> Century is now in the past and the internet is no longer the novelty it may have been when it started. It is now critical infrastructure to our society and a vital necessity for Paterson children's education. This week, thanks to the dedication and the hard work of the district Information Technology Department, we have begun using Chromebooks to all district high school students. Some 1,000 Chromebooks were cleaned, disinfected, checked for functionality and made available for distribution to high school students. The district has purchased another 1,600 Chromebooks for our middle school students and they will be distributed shortly. We also need an additional 4,000 to accommodate all of our middle school students with Chromebooks and then we need to look at our elementary school students to consider for Chromebooks as well. The district is making every effort to find resources to make sure all of our students have access to technology. In the meantime, despite the inequity of access to technology among our students, instruction has continued. Under the direction of Deputy Superintendent Peron, the district teachers, administrators, as well as the team in the print shop at Kennedy High School, have pulled out all stops, putting in long hours, and working through the weekend to create home instruction packets to keep our students moving forward in their education. While packets have been made available for download at our school websites, it's been necessary to distribute hard copies of the packets for parents and guardians because we know there are families who do not have access to the internet at home or a device for their children to use. This week we have begun the arduous task of preparing students' completed instructional packets and uploading them so that teachers can grade them online without being exposed to the COVID virus. I want to say to the parents I realize this crisis has hit parents and guardians particularly hard. In addition to all the responsibilities you were carrying before the crisis, you are now carrying the burden of playing a very active role in student home instruction. That is why I want to clarify a few points. One parent has asked whether their child will be graded on the work in the paper packet or the work on Google Classroom. The class assignments will be the same whether you access the classwork through the internet on Google Classroom or through the paper packets. Your child will be graded on completion of the assignment, not on how they access it. Some parents have expressed their frustration about the lack of virtual learning. We share that same frustration. As I stated before, we need devices and internet access for every one of our students. We also need to provide our teachers professional development to enable them to create great virtual learning experiences. We are doing everything we can to obtain these resources and make them available to our students. Questions about classwork should be directed to teachers or principals, if teachers cannot be contacted. Our information call center is still operating seven days a week and we still answer questions left at the call center within 24 hours. For English, you can call (973)321-0609. We have 537 English calls received and responded to so far. For Arabic, you can call (973)321-0610. We have 17 calls received and answered. For Spanish, you can call (973)321-0611 and we have 308 calls received and responded to. For Bengali, you can call (973)321-0612 and we have five calls that we responded to. The last round of instructional packets was distributed yesterday and today. If a parent or guardian was not able to come to the distribution site yesterday or today, they can come on Monday, April 27 from 10:00 to 1:00 to the student meal distribution site to pick up the packet and drop off the completed packet. For families who pick up meals at Madison Avenue Full-Service Community Center, the packet site is New Roberto Clemente. All the other meal sites have the packets. That is the only one that would be different. Students can also send completed packets via email to their teachers when they're done. If you don't want to

drop them off, the students can email the packets to their teacher. The bottom line is a partnership with parents has always been a cornerstone to any success to this district and its students have achieved. That partnership has never been more critical than right now. I greatly appreciate parents' willingness to work with us during this unprecedented crisis and the education of your children continues to be the professional mission of this district and my administration. As hard as this crisis has been on the adults, it has certainly been hard on the students. That was one of the reasons I started a student video project. I simply want to know how our students are doing, so I put a video up on Facebook and asked students to send me a short video message, no more than two minutes, asking them to answer two questions – What do you miss about school? What, if anything, has been something good that's happened about being home while schools are closed? We have been receiving videos from students. Some of them are telling us that they really enjoy doing their schoolwork online. Others miss their friends and their teachers because they are not in school. To find out more about the student video project, please see my message on the district's Facebook page. While we have maintained our commitment to the education of Paterson Public School students, we have been equally committed to making sure that our students have access to nutritious meals while schools are closed. I'm proud to report today that we have served over 230,000 meals since we closed on March 17. We're averaging between 45,000 and 50,000 meals a week. That is a number that reportedly outpaces other urban districts in New Jersey. It is a number that is indicative of what is perhaps the greatest strength of our school district, which is our people, the individuals that come and volunteer. Since schools have closed on March 17, every student received a meal, a hard copy of a home instruction packet, or a Chromebook. It's remarkable about the people who have given of themselves voluntarily to work at one of the district distribution sites. These sites are considered to be providing essential services under Governor Murphy's executive order of March 21. When these volunteers stepped up to work at our distribution sites they became essential to our efforts to keep students' needs met during this crisis. These volunteers are district employees, parents, members of the community, our security staff, our facilities staff, people who want to help, and our food service people. While we have been practicing and enforcing social distancing at all of our distribution sites, we must acknowledge the selflessness of our volunteers in coming out to service our students and families accepting the fact that no matter how well we mitigate the risk of exposure, the risk is still there. To everyone who has selflessly put the interests of our students and families ahead of their own by helping with the distribution of meal packets and Chromebooks, I want to thank you on behalf of everyone in our district family. Without you, education would be at a complete standstill and young people would be going hungry. We appreciate your courage and service during this difficult time. Currently, there are a number of discussions underway about many of the rites of passage that normally happen in every school year, including high school graduations, proms, eighth grade graduations, dances, kindergarten moving up ceremonies for our young learners, publishing yearbooks, and so much more. We are planning a series of online meetings with our district seniors in early May because we want to make sure that they're on track to graduate, that they're completing the work they need to, that they are continuing to apply to college, and any other help that they may need they will have an opportunity to discuss with us at these meetings. It is most regrettable that the crisis that we are now in is not limited to being a time of realizing our strength and weaknesses or navigating our way through reconstructing events and rites of passage during the time of social distancing. The crisis, as all crises, is about loss and real loss of people. Nearly everyone has been shaken by the loss of someone to COVID-19. We have read news coverage of the passing of public figures and pillars of our community. We know for every persons of notoriety who passes, there are many more people who have been lost to COVID-19 who are known only to their family and friends. The people we have lost in New Jersey alone numbers into the thousands,

more than 5,000 according to the Governor's latest briefing. This virus has taken spouses, parents, sons, and daughters of our employees. Some of our own employees have been hospitalized and remain in the hospital tonight. We pray for the recovery of those who are fighting the virus. We pray for the souls of those whom we lost. While we pray that they are all resting in peace, we know that the people they have left behind will always feel their absence. For the living that are grieving those who have passed, the world is forever changed. Tonight among those we remember are Ed Cotton, former President of the Paterson City Council; Luis Gil, former teacher in Paterson Public Schools; Betty Johnson, a substitute teacher for Paterson Public Schools; Elena ?????, teacher at SOIT and Eastside; and Christian Avilas, an alumnus of SOIT and a junior at William Paterson University. I want to ask everyone within the sound of my voice to join me in a moment of silence in the remembrance of those who have been taken by COVID-19 from our community, our district, and our families, and to pray for those who are sick and in the hospital. (Moment of Silence) Thank you. I want to take a moment to express gratitude to the Paterson School District and the families we serve and to the many people who are battling COVID-19 on the frontlines, our first responders, police, firemen, and EMTs who stand ready to protect and help us no matter what circumstances may be. You are the ones who run towards the danger when most people are running away from it. Thank you for your courage, commitment, and service. Finally, we're all bound in enormous debt to everyone working in the health care profession against COVID-19, and caring for everyone who is afflicted by it. To the doctors, nurses, and all other staff working at St. Joseph's Regional Medical Center and all of our neighboring health care facilities, we are deeply humbled by your dedication, stamina, and commitment to healing others even when it could be at risk to yourself. The examples of our health care professionals, our first responders, and volunteers can be a guide for all of us during this crisis. They all show us that during this time when we may not know what to do we can do for others, especially those who are closest to us, our families, loved ones and our neighbors. It is on this point I know I'm preaching to the choir. Patersonians have always been there for each other during the good times and the not-so-good times. Just as I have done so many times before, when I need to have hope, I draw from the community, from the members of my team, from district administration, and from the dedicated volunteers who keep us moving each day to serve our students. As the Superintendent of Schools, I'm personally grateful to all of you - the volunteers, the people on my team, and the Paterson community at large, for stepping forward to be on the frontlines. I also recognize that ending this crisis depends on us adhering to the social distancing requirements, staying at home, attending to our families, and wearing masks and gloves on those occasions when we must leave home. It is a strange time when standing together means being alone. We will stand together as a community. We will flatten the curve. We will continue to make sure children are learning and being fed until one day we will see each other face-to-face again. Thank you and god bless each and every one of you. That concludes my report.

## **REPORT OF BOARD PRESIDENT**

Comm. Simmons: I would also like to add to the list of folks that we lost last week. Long-time Board member and President of the Camden School Board Martha Wilson also passed away last week. She was instrumental in making sure the state had a chapter and has been a mentor to many of us on the Board. We send our condolences and prayers to her family as well. Madam Superintendent, you touched on the virtual learning. I wanted to speak on that as well. I know the district has been working on that. Yesterday we had a technology committee meeting where it came up as well. The plan was discussed. You'll hear more about that when Comm. Arrington gives his committee report. I wanted parents to know that we are actually working towards that.

We first have to make sure that students have devices and internet access, and that teachers have PD and training to make sure that everything is in place. There are a lot of things that have to be taken into account. We want to also make sure that we put together something about virtual etiquette. We want to make sure that when this happens that students are dressed appropriately and they are in the right space. It's the same for teachers. They have to be concerned with what's in the background and all those things. We have to make sure all those things are in place. It is coming. We are working on it. I can tell you from a technical standpoint, especially since we are understaffed at this point, it is no small feat. I do commend our technology department for taking on the task head on. Even though they're short staffed, they're working through it. I know that the Superintendent's staff has been working diligently and are in the district a lot more than I would like them to be. I don't think the Superintendent goes home. She and her staff are always there.

Comm. Capers: I know we talked about this at our last meeting. Thank you for your report. It was very detailed. I just wanted to get an update. I know we rolled out the Chromebooks this week. Did we come out with a schedule for the high school students that they follow throughout the day so the teachers can track attendance and so that they are on some type of schedule throughout the day? Did we do some type of analysis on a shared Chromebook? For example, if a high school student has siblings in the middle school, they have a Chromebook. Can the middle schoolers share the Chromebook since there is a shortage? Does that make sense?

Comm. Simmons: A lot of this will be answered in Comm. Arrington's committee report.

Comm. Capers: On the technology side?

Comm. Simmons: Yes.

Comm. Capers: Who is creating these different packets for the academics? Are the supervisors or are the teachers making the actual packets?

Ms. Shafer: Let me start with the first one. We have a meeting on Monday. We have a plan where we do have a schedule. We're finalizing it. We're meeting on Monday. We will definitely get that to you. We do have a schedule put together for the high school. About the packets, the first set of packets is for 10 days. The first set before we left on March 16 was developed by the teachers. They gave it to the students before they went home. The second set of packets was made by the supervisors and that was the same packet for every student across the district. The next packet that we just distributed yesterday and today, which is the third set, are all done by the student's teachers.

Comm. Capers: They are being created by the teachers. Are the teachers tracking when they didn't submit the packets? Are the teachers on the same education path? Is it something totally different from when they left off?

Ms. Shafer: When the Commissioner of Education put out the information about packets and the online learning, it was all about review. As we move into everyone having a device, now we're moving into new teaching. Some of the high schools have already done it because the students are using Google Classroom. They're already teaching some new information.

Comm. Capers: Thank you. The shared Chromebooks are going to be in the technology report?

Comm. Simmons: Yes, it will be covered.

Comm. Capers: Thank you.

**PUBLIC COMMENTS AND HEARING ON BOND ORDINANCE FOR ENERGY SAVINGS IMPROVEMENT PROGRAM PHASE II PLAN**

**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.**

Comm. Hodges: Would they unmute the 4646 telephone number? I'm actually holding two phones.

Comm. Simmons: It's not showing the number. It's just showing that it's an iPhone.

Comm. Redmon: Can I make a suggestion? Can the Board members have control of their mute buttons? It's frustrating when you can't answer because it's muted. I can see the public being muted, but the Commissioners should be able to have access.

Comm. Simmons: All Board members would have to be unmuted. All Board members are unmuted. If you mute yourself, you don't have the ability to unmute. He has to do it.

Comm. Redmon: You don't want to hear the feedback from our background. We should be able to have control to mute and unmute.

Comm. Simmons: The way the app is designed, if you do that then everybody is unmuted. I don't think you can separate it.

Comm. Hodges: Is my phone unmuted now?

Comm. Simmons: Yes, it is. Seeing how no one submitted questions or signed up for the hearing for the bond ordinance, each speaker will have two minutes to speak. When you hear the last four digits of your phone number, your microphone will be unmuted. At two minutes, your microphone will be muted again.

Ms. Shanikwa Lemon: Good evening. It is possible to hear Mr. Arrington's technology committee update? I have some questions.

Comm. Simmons: Not at this point. If you hang on until we get to the regular business it will be in there.

Ms. Lemon: I just wanted to share some of the things. Some of my questions were mostly on the curriculum. Is there a way for the district to set one standard curriculum instead of having something different for every teacher? That was one of my suggestions.

Comm. Simmons: Ask all your questions and stick around. After public portion the Superintendent will address all of the questions at one time.

Ms. Lemon: How is the curriculum going to be developed moving forward? Is it possible to have a set curriculum per grade level instead of multiple teachers? I'm a tutor and I help various grade levels. As a tutor going onto some of the Google

Classrooms it's very confusing for me. I can understand some of the frustrations that parents may have. If there was one set standard curriculum it would be easier to follow. I don't see any resources. It will have a sheet to answer a question. There are no provided resources. Should the student google it? Should the student read a certain article? There is no teaching or any resources to even help the students complete their work. A couple of parents have asked about how to turn in the packets. That question was already answered. I would like to know what other committees are out there. You guys mentioned the technology committee. Is there anything that the public can join and help? Those are my questions for now.

Ms. Mikia Simmons: I have a couple of concerns. I have two boys who go to Alexander Hamilton Academy. My concern is certain teachers not being able to be on video and having instruction with the kids for the ones who don't understand what's going on with the curriculum. For example, at 12:30 I called a teacher. I never got a response until 2:10 today. I submitted what I could submit. If they don't respond, there's nothing I can do. At what time are the teachers supposed to be on and off? We are mothers and fathers that are trying to do what we have to do. If we are getting our kids up at the regular time for school, I know it's four or five hours. When are the teachers supposed to be responding to the parents when they have questions about the packet? My son's first-grade teacher sent out the package with day 1 and day 2. He's in the first grade. When I received the packet yesterday, there was no day 1 and no day 2. It's all mixed up. I'm calling her back and forth. I want to know what happened to the package and why it wasn't in order like they were supposed to be. We're trying to do what we have to do for our kids. We need the right tools and the right leeway so we can know what to do with our children. I'm seeing that the grades were implemented, but if they don't have the packages from Phase I, how did the teachers come up with the grades for marking period three? I'm very concerned about that. I just don't want my kids to be falling by the wayside. I don't want it to be because the teacher is not responding or whatever. I'm doing the best that I can. We need help. We will help you guys. I need help. I'm just trying to figure out what I have to do. Thank you.

Ms. Beulah Williams: I'm the mother of two children in the Paterson School District. My daughter has an IEP. She's in the sixth grade and she's been in an IEP since third grade. I feel like the teachers should be in contact with these kids via conference call like we're doing now. If they can't do the conference call, they should have some type of video instruction. As a parent there's only so much we can do to help our kids. The kids are used to being in a classroom setting and taught by their teachers. The grades shouldn't be really impacted and they shouldn't be graded on a regular scale as if they're sitting in a classroom in front of their teachers. I've been on disability since the end of the first phase. I haven't been able to have access to all of the school work because I have a back injury. A friend of mine was able to go out this morning and get the packet for the third phase. I have no other resources besides that. I would like to know what is going to be implemented as far as the social distancing when the kids go back to school. Are the classes going to be split up so that they adhere to the social distancing rule? I know we're going to have to wear masks for the Governor. I want to know what else is going to be done. God forbid in case this should happen again in the winter, which is most likely going to happen when flu season comes around, what policy is going to be implemented? Are the kids going to be sent home with Chromebooks on the first day as they should? Will they have access to the teachers via video Zoom or conference call?

Comm. Simmons: If you stick around, the Superintendent will answer questions once the public portion is over.

Ms. Williams: How long will it be before the Chromebooks are sent out to the smaller kids? I have a third and a sixth grader. I asked about the Chromebooks before the end of Phase I. My kid's principal told me that the district was working on it. Now we're in Phase III and I asked this question in Phase I. I feel like these kids shouldn't be graded on the scale when they're not even being taught. They're just doing work off a ditto. I have my kid here who's a straight-A student and he's coming to me telling me he doesn't know how to do this. How do I answer him? He's used to being in a classroom setting with his teacher and they're just getting sent this work home with no instruction. My kids are visual learners. They have to be in the classroom and they have to see examples. Reading direction or some email is not cutting it for me.

Ms. Paula Alford: I have a grave concern. Over the past two weeks, I've been seeing a lot of parents complaining in distress hitting my phone, whether it's through an inbox, email, or text message. I want to know why there isn't a plan in place to allow virtual teaching for teachers. There's still on payroll. If they're still on payroll, why aren't they teaching our kids? I understand that the union president sent out a letter. There's some conflict. I had urged parents to turn over the tables and start to become radical. This isn't just them failing our kids. It's just that now the spotlight is on them. I'm urging parents to turn over the tables. These are our kids. These are our most prized possessions. Why was the logistical plan behind the packet distribution done in a way that breaks the mandate of social distancing and places human lives in danger? What is the plan moving forward for the district to meet lawful responsibilities of providing a quality education to Paterson students? It's totally ineffective. Everything from the distribution of the technology that they needed, to the packets, to the teachers, and this conflict between the union president and the district about virtual teaching - is putting our kids in the deficit. You guys hear this all the time. You're used to the complaining and the parents being irate. Parents have to do something two or three steps above that and become a whole lot more radical. At this point, it's time for people to lose their jobs. It's time for lawsuits to be pursued. It has now overflowed. It's an absolute mess. I would like an answer to those questions. Any parent who is on here who doesn't have technology for their child, my organization gave away 15 tablets. I have around four more. I'm willing to give those away as well because no child should be home and not receiving instruction because of it. If you hit me behind the scenes, I'd be more than happy to depart with my technology. Thank you.

Ms. Mariel Hache: I want to thank everyone for all the work that you're doing. My concern was exactly the same as these parents have expressed. How are the children being graded? You say that teachers made these packets. I got a comment directly from two or three of the teachers saying that they were made by the district. It is review and I heard one of you mention that going forward on technology it will be instruction instead of review. I'm glad to hear that. I'm concerned. I did reach out to my kid's principal. She's telling me that the little ones will not be getting Google Classroom, but even submitting these packets that we now have should be done through Google Classroom. Google Classroom is very simple. It just has to be set up by the teachers or the technology department. At least for submitting it will make everyone's lives easier for the volunteers handing these things out and grading them. It's just a whole mess of paperwork that we don't need. I have six children in the district going to school. My oldest are in sixth grade and my youngest are in pre-k. It's just a mess. I don't know how many times I've lost these packets. Eventually they've been submitted. I don't even have time to cook here. This is how hectic it is in my household. I can imagine other parents as well, like the parent who mentioned that she's on disability and can't do anything for her child. I'm just concerned. I suggest that it's the people at the site giving these things out. This all should be through technology. I know not everyone has

access, but for those who do, we should be allowed to submit this electronically, not handing things in. Why do we have to wait? Why can't I just submit it now?

Ms. Rosie Grant: Good evening Commissioners, Madam Superintendent, staff, and community. This is Rosie Grant from Paterson Education Fund. I'd like to start by again commending the Superintendent, staff, and volunteers for the feeding program. It is good to know that you are working so hard to make sure our kids' basic needs are met. Nothing happens if they go hungry. We're pleased that the Chromebooks are going home this week. I'm inspired by the plan to get some more. As I listen to the numbers, it occurred to me that there are still 20,000 kids that may or may not have technology. Based on what we know about our community, many of them don't have cellphones. Our concern is that this lack of technology is putting our students at a great disadvantage. The ones with the packets are reviewing and revising while kids in neighboring districts are having instruction. They are on Google Classroom for the entire school day and their learning is continuing. I know it's not a problem any of us anticipated and we're working with partners to place technology in the home and hotspots as well. I want to plead to everyone who is listening. If you have a tablet, laptop, or something you're not using that a child can use, connect with us on Facebook at the Paterson Education Fund and we will help to place it inside a home. I quickly want to mention kudos to the Superintendent and your staff, particularly Nicole Brown, for the Arts in our Heart. The Annual Arts Exhibition for Paterson Public Schools is available online. There are wonderful submissions from our students. Thanks to the teachers who worked with them as well. There's a link on our Facebook page as well as one on the Paterson Public Schools Facebook page. The biggest issue is our technology. Please work with us on that. Thank you.

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

## **BOARD COMMENTS**

Ms. Shafer: First, let me thank everyone for participating tonight and coming with your concerns. The first speaker talked about the curriculum. We do have one standard curriculum for the district for all content areas at all grade levels. That is what the teachers are using when they prepare their lessons for the review that they're doing right now. As far as where parents can turn in packets, there are a couple of different ways they can do it. You can email it to the teacher, if you have a device and a completed packet. Or you can bring it now to one of the meal sites. The one where you pick up the packet is the one that you would drop it off at. If you haven't done that, you can do that on Monday. We're now going into Phase III. Even if packets are late, students are not going to be penalized for that. You can submit the packets when the students are done with them. The next speaker talked about Alexander Hamilton Academy. The teachers right now are working four hours. In addition to that, they have a lunch, a prep, and a club period. We wanted them to work four straight hours. During that time, they should be getting back to parents and students who contact them. If you don't get a response from the teacher, call our call center. We review those calls every day and do get in touch with the principal to call the parents. There are a number of ways in which the parents can be communicating with the teachers. If you don't get through to the teacher and you don't get the principal, then use our call center and we will make sure they reach the teacher. As far as the grades are concerned, right now we are just going through the first phase of the packets. We have hundreds of boxes at 90 Delaware. We're going through them. They are going to be uploaded to the server at each school where the teachers can go in, grade the packets, and then we will be

able to give the students the third marking period grade. They were already in school for eight of the ten weeks of the third marking period. The packet would not harm the grade, but they have to complete the packet. That packet for the third marking period is only for the last 10 days. Those grades have not been submitted yet. The next speaker talked about their child is in the sixth grade with an IEP and the same thing about the student needing instruction. As we move into everyone having a Chromebook and the teachers having the professional development, that's when we're going to be able to have that type of instruction. Again, in the meantime, if you have questions you can reach out to the teacher, the principal, and then to us. We review it every day from our call center. The next question was when we go back to school what are we going to do about social distancing. We have been listening to the Governor. Once he put the executive order out about closing the schools right now we are closed until May 15. For every move that they make as it relates to schools, they provide that guidance. I know we said the other day that if students return they have to have masks. I'm sure they're going to come out with what is going to be required for social distancing. We will then have to put our plan together as to how we're going to ensure social distancing is going to be implemented once we return. We're doing that now as we give out meals, packets and Chromebooks. We need everyone to cooperate. Just like today, we enforce social distancing, but some folks just didn't want to cooperate. That is the only way we're going to flatten the curve. One of the speakers asked what if this were to happen again. By the time we get through this our students will have Chromebooks that they will be taking home. If this happens again, they will have their Chromebooks. The Chromebooks that are going out now are all equipped with WI-FI access through Altice. When will we get Chromebooks? Like I said, we're rolling out the high schools this week. Right after that, it's going to be the middle schools. We have been asking and writing letters for donations so that we are able to get the remainder of the Chromebooks that we need so that we can have all children equipped. That is a priority for us. For virtual teaching two things need to happen. Our students need to have the device and our teachers need to have the professional development they need. Some are better at it than others. We're going to be providing that professional development as we move forward. We went over how the packets would be graded. The first phase of packets was developed by the teachers. That was for the first two weeks, starting March 17. The second set of packets is developed by the supervisors. That was the same packet per grade level for the entire district. From that point forward, which would be the third phase, until we return to school, they are developed by the teachers. It would be great if all of the packets were sent electronically to the teachers and then they could grade it. Not all of our families have technology or internet, so we're going through hundreds of boxes of packets. We're making sure that they are clipped together and labeled. Then we are sending to a company who is scanning them and uploading them to a server at every school so that the teachers can go in, look up their class, and grade all of the work that the students have done. Once we move into the devices, we won't have as many paper documents as we currently have.

Comm. Teague: Is the May 15 date concrete to return to school?

Ms. Shafer: The May 15 was an executive order by the Governor. We had a date in April and then as the Governor saw how things went and also referred to the health professionals, he extended that executive order. Right now, the executive order is extended until May 15. I have told the Board that we have planned for the long haul just to err on the side of caution. We're guided by the executive order.

Comm. Capers: You touched base on the professional development for teachers getting the Chromebooks. Didn't they already get professional development that they needed for middle and high schools? We already rolled it out in schools.

Comm. Simmons: When you use the Chromebook in class, it's different than when you're using it for distance learning. If teachers are using Google Classroom, some teachers are proficient in it and some aren't. Google has a site for educators to get trained. A lot of teachers have been doing that. A lot of teachers have been doing a lot of video learning just to learn the platform.

Comm. Capers: What did we offer then that we're going to offer differently when we have it?

Comm. Simmons: It's like any other school district. I can answer because we discussed this in the technology meeting. Teachers are still at different levels. If I have a Chromebook in class, the teacher isn't teaching virtually. It's physical. It's different when the teacher is teaching virtually through Google Classroom or whatever they're using. It's much different. They have to come up with the lesson plans and create the forms. There's development on that. There are different skill levels with teachers. Some teachers are proficient and technically savvy. Some teachers aren't.

Comm. Capers: That part I do get and I agree with you. When we initially rolled out the Chromebooks for middle and high school...

Comm. Simmons: We didn't have them in middle school. Not all schools.

Comm. Capers: The majority of the schools...

Comm. Simmons: No, only a few. It's not the majority.

Comm. Capers: The public is aware that the majority of our middle schools have these Chromebooks in their classroom.

Comm. Simmons: Comm. Capers, I'm going to say this again. The majority of the middle schools do not have Chromebooks. You keep saying that they do and that's not correct.

Comm. Capers: I'm just asking who has them and who doesn't.

Comm. Simmons: She's not going to be able to give you that information right now. We're in the process of purchasing Chromebooks for all the middle school grades. Only a few of the schools have them. We're trying to have it so everyone in the middle school grades have Chromebooks. We don't want to give a mixed message to parents and have them thinking that the majority of the schools have them and they don't. That creates a whole different issue.

Comm. Capers: I just want to see the data on who has and who doesn't.

Comm. Simmons: Can we, through technology, get him a list of which middle schools have Chromebooks and which don't?

Comm. Hodges: What opportunities do students have to ask questions of teachers? What is the level of interaction that's possible? I heard what that parent had to say and I'm somewhat concerned about virtual learning anyway. What level of interaction is there between the students and the teachers, if any?

Ms. Shafer: If the parents or the students have any questions, they can contact the teacher. If they can't get through to the teacher, then they contact the principal. When that fails, you call the call center. Susie and I review that every day. We reach out to the principals. We get emails back from the principals. They contacted the parent and they took care of whatever the issue was. There's a process in place that parents are using. We have close to 1,000 folks using the information call center. As they come in, we're getting it out to the right people so that the principals can contact those teachers. It's a mixed bag of teachers interacting with students. We have principals interacting with students. Then when that fails, we get it at the call center and then we make that connection and the teacher is in communication with the parent or the principal.

Comm. Hodges: I'm looking at a notice that was placed by the PEA which seems to advise teachers to limit the types of methods they can use to communicate with the children. Is there a third method?

Ms. Shafer: A preferred method?

Comm. Hodges: According to what the PEA has sent out on Facebook, there's some question. Google Classroom and the Paterson Public Schools email are the only platforms that can be utilized. Is that correct?

Ms. Shafer: There's also phone conferencing. I do know they do not want to use Zoom. I think we all have seen some issues around Zoom. They're communicating with the students. Some of our teachers are going above and beyond to make sure that the communication is there. Some are teaching the actual classes virtually in front of the students. There are a variety of ways in which the communication is happening.

Comm. Hodges: I don't know whether you've seen this PEA notice, which was placed on Facebook and was brought to my attention. When the parent spoke this evening it just increased my concern. I'll try to send this to you because it's being shared throughout the community and it does raise some questions about what's being asked of teachers by the union in terms of responding to students. It does say to use Google Classroom and Paterson Public Schools email. That's the question I also have. I'm very happy to hear that there are teachers teaching students and perhaps engaging students when they have questions of the material. I'm just not sure how much that is happening overall. Do we have any idea of what that level of interaction is?

Ms. Shafer: I couldn't tell you right now, but I think we have a principal's meeting on Tuesday. We can put that on the agenda to find out what's happening.

Comm. Hodges: The teachers are teaching for four hours. Is that correct?

Ms. Shafer: Correct.

Comm. Hodges: What happens when a child is working in the morning at 8:00 and the teacher doesn't come on until 10:00? What do they do then? Do they have to wait until later to reach out to the teacher?

Ms. Shafer: They can reach out to the teacher right away and that teacher can certainly get back to them. Like I said, if it doesn't happen soon enough, then the principals have been more than receptive about making sure that whatever parent or student question gets answered.

Comm. Hodges: How are the supervisors monitoring what's going on?

Ms. Shafer: The supervisors for a while were doing the printing of packets. They're now helping us with reviewing them and getting them ready to go and be uploaded. As we move into one-to-one devices, we're going to be doing some of the professional development. They have a variety of tasks that they're involved in trying to help us do.

Comm. Hodges: Other than distributing the packets of information, how do they monitor the interaction between teacher and student? Or is that not possible right now?

Ms. Shafer: Once we get into the one-to-one devices we will be better able to monitor that. I know Joanna is on. I'm just going to ask her because the supervisors report to her. Can you get on and just let us know what the supervisor is doing to monitor the instruction with the packets?

Ms. Joanna Tsimpedes: Hi everyone. Our supervisors have been providing support to the teachers in terms of how they should be doing distance learning with resources. There is so much information out there that everyone is sharing across the state and the country that anytime we're given anything we're providing it to the supervisor and they are sharing it with their teachers. They review the lesson plans that the teachers are providing to them. In certain schools the supervisors review the lesson plans and in certain schools the principals review the lessons plans. It depends on who are the supervisors in each of the building because not every building has supervisors. The other piece of it is that supervisors are now starting to look at the curriculum to see how we are going to make modifications due to the health-related school closures and what does that mean for our kids in September when we go back to school or even if we go back to school in June. We're looking at what modifications have to take place in the curriculum, what additions have to be placed in the curriculum, as well as what state mandates have to be placed in the curriculum. The content supervisors are all involved in all aspects of the curriculum work that needs to get done as well as communicating with teachers, resources, and providing support. Once we go to the one-to-one at the middle school level, they're going to be doing online coaching with the teachers so that they themselves have a better understanding of how it applies to the content that they teach. That's what the supervisors are working on right now - professional development, coaching sessions for teachers, as well as continuing their communication with teachers to ensure that they have the most updated resources when it comes to digital platforms.

Comm. Hodges: I mentioned this the last time we had a conversation. How do we measure the performance of the students? You were going to get back to me on that. Are we still waiting for a response to that?

Ms. Tsimpedes: We're looking at guidance also from the state because this isn't just a Paterson situation. It's across the state. We're looking to see if and when we return to school this year. If not, we have to look at how we're going to measure what our students are doing at home and how much they have learned. What do we need to do to prepare them better so that when they go to the next grade level they have the tools necessary to be proficient? It's an ongoing dialogue. We are also waiting for assistance from the state in terms of them making changes and we take the lead from them, as they are overseeing many of the curriculum pieces that are happening. We saw the graduation requirements when it came to portfolios and assessments. To provide another assessment right now to measure it, we would have to wait and see when we return back and from there what process we're going to use to measure the students' progress over the time of the health-related school closure.

Comm. Redmon: Does it seem like we're consistent and concise across the district with children being taught? I think if we're telling them to log on for four hours, there should be a time straight across the board. Right now, they can log on throughout the day and parents don't know the actual times. We never really addressed that answer.

Comm. Simmons: I thought the Superintendent said that they were going to have a meeting on Monday and they were going to work out the schedules.

Comm. Redmon: I think the schedules should also be posted on our websites and we should make sure it's easy and accessible for our parents. Even though you're getting the Robo-calls, a lot of times we have been receiving them frequently throughout the day. You have to make sure the parents have access to them online so they can look at which schools, what grades, and what times those teachers are in their classrooms so if they have any questions they should be able to contact them right away and making sure that their answers are getting to them right away. The biggest problem we're having is that parents are frustrated that they're not getting answers to the questions from their packets. Those are the questions I'm getting from the community. We don't have a way to contact the principal or the teacher right away and they're getting frustrated by that.

Ms. Tsimpedes: Now that we have moved to Chromebook distribution at the high school level, we do have a schedule that's going to be rolled out. It will be sent to the students and the parents so they're aware of the schedules at the high school inclusive of hours for them outside of the teaching schedule for students and parents to contact the teachers. It will be like office hours. They would have communication with the parents. Let's say they did work in the classroom and now they're working on the work that was assigned to them, there will be specific timeframes for the parents or the students to communicate directly with the teacher via the Google Classroom.

Comm. Redmon: When the children turn those packets in, are they dated for the week that they are intended for? We'll know that the student completed this packet on which date.

Ms. Shafer: Yes. We're labeling now by phases. The packets that have been turned in now are Phase I. They picked up Phase III today and they dropped off Phase II. As we get them, we're labeling them. If the parent or student hasn't labeled them, we are before we upload them into the server so the teachers can correct them.

Comm. Redmon: I just don't want it to be where we're doing grading systems and we're so far behind with grading we're giving inappropriate grades to students. I want to make sure that we're avoiding that because we know how that looks like. Going forward we want to make sure that we're avoiding those situations. That's the reason I'm bringing that up.

Comm. Simmons: I know there's concern with video. Can we do recorded lessons and have those uploaded?

Ms. Tsimpedes: One of the plans in our remote learning was to have synchronized learning. It could also be done live. Not even for the reason of privacy, but more so what if the child was not feeling well and couldn't get on or technology wasn't working. We're working on a plan now that we would like the lessons to be taped so that even when students are working on their work later, perhaps they need to refer back to the lesson and see if they have missed something. Some children need to visualize it a second time. That is what we're recommending in our plan, that the lessons be

videotaped and then have the kids be able to go back into their Google Classroom and access the videos later that day, the next day, or two days later when they need to complete the work.

Comm. Hodges: This is a statewide problem and I'm wondering whether there has been any communication with other school districts to see what solutions they are applying.

Ms. Shafer: Every two weeks I'm in a meeting with all of the other superintendents in Passaic County. Some of the other cabinet members have been reaching out to other districts to see what they're doing. I'll just give you an example. A lot of districts are doing pass/fail for packets and online learning. We have a different grading system that we're looking at and that we're going to share with the Board. We're having a cabinet meeting on Monday and then we will be ready to get it to the I&P committee. Everybody is reaching out to other districts to get information.

Comm. Martinez: One thing that I've seen happening in other districts is a combination. Under the circumstances, it's rather ideal. It's called synchronization learning. If we have a four-hour window timeframe that our teachers are using, it can be two hours some sort of live interaction. If there's a real need for questions and answers, then that can happen. In the remaining two hours the scholars can be allowed to complete that. Two hours of real interaction and two hours of assignment time on their own. One of the considerations we have to keep in mind is that once we clear the hurdle of making sure that scholars actually have the technology, for younger scholars there may not be an adult home who can guide them or assist them with the work because they're working. Maybe they have to wait until they come back. The traditional 8:00 to 3:00 timeframe may not work. If there are two hours of live teaching time and then two hours that the scholars can work things on their own, I think that's a happy medium that I've seen taking place in some other districts. I think that can be effective.

Comm. Simmons: If I'm not mistaken, Ms. Tsimpedes just talked about that. That's part of their planning.

Ms. Tsimpedes: Our schedule does allow for kids to have time to do independent work. They will follow their schedule as they would in any classroom over a multitude of days. One of the things about distance learning is we have to learn to be flexible and provide students the opportunities to learn in that manner. It is a new way of learning. Some catch on much easier than others while others need additional assistance in gaining access or even understanding how to use everything in the beginning. Once you start using it, it becomes second nature and you're able to navigate around it. That is one of the things we were looking at, for students to have independent time to do the work, but also have that time to interact with their teachers as well as their classmates.

Comm. Hodges: What kinds of adaptations are we applying for students with special education?

Ms. Shafer: We have packets for them with modifications. They are specific for each special needs child based on their IEP. I'm going to ask Cheryl Coy to speak specifically about that. Those packets are specifically made by the self-contained teacher based on the student's IEP. That packet is specific for that particular student.

Ms. Cheryl Coy: All the students are getting packets based on their IEP. There is no generic model for them. Supervisors are working with teachers to keep giving them continuous adaptive resources that are digital for the students. More of those students

are visual. It's harder for them to continue learning at home without having a teacher or model in front of them. The supervisors have been working with the teachers who in turn collectively have been working with the parents to try and keep the ball rolling for these students effectively. The moment we find out that there's a lack of communication, we immediately get in touch with the parent as well as the teacher to find out what's going on and to let them know that this child may need a little more additional support than the average child in the classroom.

Comm. Hodges: That's the concern. What is the method of giving them that support when they're going through the material? Those kids may have an attention deficit. They may have behavior problems. They may have a problem with comprehension and there's nobody there that they can turn to or who can focus their attention at the time. I know it's a statewide problem. How are we measuring our effectiveness in addressing it?

Ms. Coy: I know the supervisors are working a lot with the teachers who are in turn working with the parents. They are trying to give them a lot of instructional strategies on being able to help the child. They also have that grace period window. We don't tell them they only have four hours to do their instruction. If it takes you throughout the course of the day six hours to get the entire packet done, which is a third of what the district is getting, then you're entitled to take your time. We have to look at it as if the child is still in the classroom and they need that modified support. They're trying to be as responsive around the clock for parents. I had a parent call me today. She said she has six children. How is she going to do it? We try to make sure that each teacher that's responsible for each child is constantly engaging at some point because some of the students do have devices. But for the ones who don't, she was kind of stuck.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### **PRESENTATION OF MINUTES**

Comm. Simmons presented the minutes of the February 12, 2020 Workshop Meeting, the February 19, 2020 Regular Meeting, the February 26, 2020 Budget Retreat, the February 26, 2020 Executive Session, and the March 11, 2020 Workshop Meeting, and asked if there were any questions or comments on the minutes.

**It was moved by Comm. Castillo, seconded by Comm. Redmon that the minutes be accepted with any necessary corrections. On roll call all members voted in the affirmative. The motion carried.**

#### **RESOLUTION ITEMS (1-23)**

##### **Resolution No. 1**

Recommendation Resolution: Department of Early Childhood Education: Lamar Advertising of Penn, LLC. Introduction: Approval is being requested for Lamar Advertising of Penn, LLC. to provide electronic billboard advertising for the Early Childhood Program

WHEREAS, the District's Strategic Plan Goal Area #3 is Connecting and Communication, Objective 4: Utilize all available media platforms to promote the Paterson Public school brand; and

WHEREAS, the Paterson Public Schools DECE has a Board Approved Three-Year Preschool Plan Update for 2019-2022 (approved on November 26, 2019 Resolution A-3) states: pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering "universal" and targeted preschool programs must serve at least 90% of the universe of eligible preschool children;

WHEREAS, the Department of Early Childhood's (DECE) Community Outreach Program Objectives are to identify and recruit students and notify parent and guardians of the availability of preschool programs in Paterson for three and four-year-olds; and

WHEREAS, Lamar Advertising of Penn, LLC. aligns with DECE outreach objectives by increasing the awareness of the State Mandated Preschool Program to Paterson residents; and

THEREFORE BE IT RESOLVED, that the Board of Education approves the use of Lamar Advertising of Penn, LLC. to provide outreach to Paterson families about the state mandated preschool program for the amount not to exceed \$12,600.

### Resolution No. 2

Recommendation/Resolution: Approve tuition contracts with out-of-district schools for students with disabilities,

WHEREAS, the District's priority under the 2019-2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, the District is required to provide a free, appropriate public education for all students, including special education services and placements that are tailored to the unique needs of students with disabilities;

WHEREAS, students whose Individualized Education Plans (IEP's) warrant out-of-district placement are entitled to attend receiving schools free of charge, at the District's expense, pursuant to a written contract concerning the tuition charges, costs, terms, conditions, services and programs to be provided for each student;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following tuition contracts with out-of-district schools for students with disabilities, effective July 1, 2019 through June 30, 2020 (including ESY), at an annual cost not to exceed the amounts listed:

School Name	RSY, ESY, or 1:1	# Students	# Days	Per Diem Rate	Total Tuition <i><u>Not to Exceed</u></i>
David Gregory School	RSY	1	82	\$277.77	\$22,777.14
David Gregory School	1:1 Aide	1	82	\$182.00	\$14,924.00
BCSS (ESY-2019)	ESY	1	1 mos.		\$5,300.00
Windsor Prep HS	RSY	1	89	\$303.54	\$27,015.06
Windsor Prep HS	RSY	1	116	\$303.54	\$35,210.64
Mountain Lakes Board of Education (OT)	RSY	1	10 mos	\$150.00	\$1,500.00
Union County Educational (2018-2019 SY)	RSY	1	12		\$3,615.33

FedCap School	RSY	1	92	\$395.00	\$36,340.00
BCSS Norman Bleshman School	RSY	1	7 mos.	\$7,686.00	\$53,802.00
BCSS Westbrook	1:1 Aide	1	10 mos.		\$52,000.00
Benway School	RSY	2	81	\$396.99	\$64,312.38
Burlington County Special Services	1:1 Aide	1	180	\$219.44	\$39,499.20
Burlington County Special Services	RSY	1	10 mos.	\$4,124.90	\$41,249.00
Burlington County Special Services	ESY Tuition	1	1 mos.		\$3,900.00
Burlington County Special Services	ESY 1:1	1	1 mos.		\$5,200.00
Mountain Lakes Board of Education (Lake Drive) (OT)	RSY	1	4 mos.	\$100.00	\$400.00
Cornerstone Day School	RSY	1	96	\$392.54	\$37,683.84
The Commission of the Blind and Visually	RSY (Level 2)	1	6 mos.		\$2,827.00
East Mountain School	RSY	1	79	\$398.13	\$31,452.27
East Mountain School	RSY	1	76	\$398.13	\$30,257.88
Total:					\$509,265.74

### Resolution No. 3

Recommendation/Resolution: Approve tuition contracts to receive reimbursement from sending districts,

WHEREAS, the District's priority under the 2019-2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, the District may establish tuition contracts with sending school districts whose students attend the District's school despite being domiciled outside the District, pursuant to N.J.S.A. 18A:38-19; and

WHEREAS, the District intends to enter into various tuition contracts with sending districts.

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following tuition contracts to receive reimbursement from sending districts, effective 1/7/2020 through 6/30/2020:

School District Name	Number of Students	Rate for Counseling sessions per IEP	Shared Personal Aide Related Services	Daily Tuition Rate	Total School Days	Total Reimbursement to PPS
Prospect Park Board of Education	1	\$481.32 (18 sessions x \$26.74 per 30 min session) IEP related services 1/wk/30 min/A-F schedule	\$36, 956.48 (Shared aide related services rate determined by dividing total of salary and benefits \$73, 912.96 by 2)	\$193.74 per Diem rate x 100 days =\$21,311.40	110	\$58,749.20 Tuition and Related Services

Jersey City Board of Education	1	N/A	N/A	\$121.40	181	\$21,973.40
East Orange Board of Education	1	N/A	N/A	\$122.99	74	\$9,101.26
Totals	3					\$89,823.86

**Resolution No. 4**

Recommendation/Resolution: Approve McKinney-Vento tuition contracts with receiving districts.

WHEREAS, the District's priority under the 2019 2024 Strategic Plan is to promote student-centered teaching and learning, and the Department of Special Education has aligned its programs to meet this priority;

WHEREAS, homeless children from Paterson who temporarily reside outside the city are eligible to enroll in the public schools of another school district pursuant to the Stewart B. McKinney-Vento Homeless Assistance Act, which is codified at 42 U.S.C. §§ 11431, et seq.;

WHEREAS, the District is required to pay tuition and transportation costs to boards of education of receiving districts where homeless children from Paterson are enrolled, according to N.J.S.A. 18A:38-19 and N.J.A.C. 6A:17-2.3; and

WHEREAS, the District intends to enter into tuition contracts with various boards of education that enroll students who lived in Paterson before becoming homeless and enrolling in the receiving district's schools.

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the following McKinney-Vento tuition contracts with receiving districts, effective July 1, 2019 through June 30, 2020:

School District Name	Number of Students	Daily Tuition Rate	Total School Days	Total Payment <i>Not to Exceed</i>
Clifton Board of Education	1	\$171.98	94	\$16,166.12
Totals:				\$16,166.12

**Resolution No. 5**

WHEREAS, the District's priority is effective academic programs under the 2019-2024 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP, and

WHEREAS, the District is eligible for State Aid Chapter 193 Non-public and IDEA Federal funding to provide services to Paterson students attending non-public schools; and

WHEREAS, the District will comply with the terms and conditions of the grants and target grant funds for the academic advancement and achievement of the students and expend the funds in the most effective and efficient banner, and

NOW, THEFORE, BE IT RESOLVED, that the District accepts the Chapter 193 Funding and approve Catapult Learning to provide services for Paterson students attending Non-public schools for the 2019-2020school year, as listed below, at a total cost not to exceed \$24.00.

April 1, 2020 – June 30, 2020 (Chapter 193 Services)

Additional Supplementary Instruction

\$323.79 per pupil x 1 \$323.79 (rounding + \$.21) = \$324.00

### **Resolution No. 6**

Introduction: Approval is being requested to submit the Revised District One Year Preschool Enrollment and Budget Projections Workbook for the 2020-2021 school year;

WHEREAS, the Paterson Public School District is required by P.L.2007, c.260 and N.J.A.C. 6A:13A to offer a preschool program to eligible three- and four-year-old children;

WHEREAS, the Supreme Court ordered the implementation of a full-day, full-year preschool services beginning in September 1999 for resident three-and four-year-old children in districts formerly known as Abbott. The Paterson Early Childhood Preschool Program serves approximately 3,500 children at a ratio of 2 adults and 15 children for six hours and fifty-five minutes of instruction. The collaborative consists of 23 Community Providers and 14 in-district sites: School #9, School #15, School #16, School #21, School #24, School #25, School #26, School #27, School #28, Dale Avenue School, Early Learning Center, Rev. Dr. Martin Luther King Jr, School, Dr. Hani Awadallah School, and Edward W. Kilpatrick School;

WHEREAS, The purpose of the plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool plan for three and four year old children for the school years 2019-2020 through 2021-2022, as detailed in New Jersey Administrative Code (N.J.A.C.6A:13A and in the Preschool Program Implementation Guidelines;

WHEREAS, The Department of Early Childhood Education's (DECE) goal number 1: the DECE will work to maintain and promote high standards of achievement for all students and DECE goal number 2: will promote accessibility to research and resources to assure quality professional development that is on-going and systematic for all and is aligned to the District's Strategic Plan Goal Area number 1: Teaching and Learning, Goal Area number 3: Communications & Connections, & Goal Area number 4: Social Emotional Learning;

WHEREAS, the District must submit the Revised 2020-2021 Preschool Enrollment and Budget Projections Workbook;

THEREFORE BE IT RESOLVED that the Board of Education approves the submission of the Revised 2020-2021 Preschool Enrollment and the Early Childhood budget. The total Fiscal Year (FY) 2020-2021 Early Childhood budget is \$57,274,040, consisting of FY 2020 2021 Preschool Education Aid award of \$49,633,430 (including \$1,196,100 for

preschool charter), prior year Preschool Education Aid carryover of \$4,899,167, and the FY 2020-2021 District preschool disabled contribution of \$2,741,443.

**Resolution No. 7**

WHEREAS, approving the cancellation of one route and adding another route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel this route and add a quoted route for the remainder of the 2019-2020 school year, and

BE IT RESOLVED, the Superintendent supports the Department of Transportation's recommendation in cancelling and adding route granted to the lowest bidder that was submitted for the transportation; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, is to cancel route from J & W, due to the company quitting and to award route to F & A for the remainder of the 2019-2020 school year. This shall take effect with the approval signature of the Superintendent.

<u>Contractor</u>	<u>Route #</u>	<u>Aide Cost</u>	<u># of Days</u>	<u>Total Cost</u>
J & W	SAWT1B	\$314.00	(71)	(\$ 22,294.00)
F & A	SAWT1Q	\$378.00	49	\$ 18,522.00

**Resolution No. 8**

WHEREAS, approving the cancellation of one route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel this route, as the student moved to a different school district for the remainder of the 2019-2020 school year; and

BE IT RESOLVED, the Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest bidder that was submitted for the transportation of special needs students; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, is to cancel this route, as the student moved to a different school district for the remainder of the 2019-2020 school year. This shall take effect with the approval signature of the Superintendent.

<u>Contractor</u>	<u>Route #</u>	<u>Per Diem Cost</u>	<u># of Days</u>	<u>Total Cost</u>
TASNEEM	HPLT	\$158.00	(68)	(\$ 10,744.00)

**Resolution No. 9**

WHEREAS, approving the following quoted routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2019-2020 school year;

BE IT RESOLVED, the Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor, and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to various schools in district & out of district students. This shall take effect for the 2019-2020 school year with the approval signature of the Superintendent.

<u>Contractor</u>	<u>Route #</u>	<u>Per Diem Coast</u>	<u># of Days</u>	<u>Total Cost</u>
SARAH TRANSPORTATION	GAT2Q	\$319.00	61	\$ 19,459.00
J. CARPIOLIN	FEDC2Q	\$148.00	72	\$ 10,656.00
AMERICAN STAR	BENQ	\$271.00	70	\$ 18,970.00
	TOTAL			\$ 49,085.00

**Resolution No. 10**

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2019 - 2020 School Year for in district special needs students, and

WHEREAS, approving the addendum to add an aide to a route for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

BE IT RESOLVED, the Superintendent supports the Department of Transportation recommendation to approve addendums to contracts for routes in the 2019-2020 School Year.

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order;

and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor, and the vendor, being awarded this bid have complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this addendum is to add an aide to a route for student with special needs for the 2019 - 2020 SY. This shall take effect with the approval signature of the Superintendent.

<u>Contractor</u>	<u>Route #</u>	<u>Aide Cost</u>	<u># of Days</u>	<u>Total Cost</u>
FOX	PS16SS3	50.00	71	\$ 3,550.00

#### **Resolution No. 11**

BE IT RESOLVED, that the list of bills and claims dated April 22, 2020, beginning with check number 222340 and ending with check number 222511, and direct deposit numbers 589 and ending with 602, and wire in the amount of \$10,000,000.00, in the amount of \$22,491,145.37; and

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

#### **Resolution No. 12**

WHEREAS, the School Business Administrator, pursuant to 18A:22-8.1, has prepared and presented for approval the monthly transfer report 1701, for the month of February 2020, and

WHEREAS, the New Jersey Administrative Code 6A:23A-13.3 requires the Board Secretary and the Board of Education to certify that no budgetary line item account has been over-expended and that sufficient funds are available to meet the District's financial obligations, all transfers were fully executed consistent with code and policy prior to obligating funds.

NOW THEREFORE BE IT RESOLVED, that the Board of Education approve transfer of funds within the 2019-2020 school year budget, for the month of February 2020, so that no budgetary line item account has been over-expended and that sufficient funds are available to meet the district's financial obligations, as requested by various budget managers, and as identified in the list of transfers attached hereto and shall be made part of the minutes. Furthermore, the transfers were approved by the Department of Education.

#### **Resolution No. 13**

WHEREAS, the School Business Administrator, pursuant to 18A:17-9, has prepared and presented the Board Secretary Report, A-148, for the month of February 2020, and

WHEREAS, the School Board Administrator certifies, pursuant to N.J.A.C. 6A-23A-16.10(c)(3), that no line item or program category account has been over expended, and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

WHEREAS, the Board Secretary's Report is in agreement with the Treasurer's Report, A-149, and

WHEREAS, the Board Secretary's Report is subject to adjustments following annual audit and Department of Education directions regarding Fund 15's School Based Budgets, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt and certifies the Board Secretary Report for February 2020 pursuant to N.J.A.C. 6A-23A-16.10(c)(4), acknowledging no line items or program category account has been over expended and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Board Secretary's Report for the fiscal period ending February 2020, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

#### **Resolution No. 14**

WHEREAS, the Treasurer of School Monies, pursuant to 18A:17-36, has prepared and presented the Treasurer's Report, A-149, for the month of February 2020, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Treasurer's Report for February 2020 and acknowledges agreement with the February 2020 Board Secretary's Report, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Treasurer's Report for the fiscal period ending February 2020, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

#### **Resolution No. 15**

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 3/13/2020 for in the grand sum of \$12,298,611.01 beginning with check number 1012153 and ending with check number 1012227 and direct deposit number D003198579 and ending with D003203232.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 3/31/2020 for in the grand sum of \$12,211,417.73 beginning with check number 1012228 and ending with check number 1012288 and direct deposit number D003203232 and ending with D003207822.

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

### **Resolution No. 16**

WHEREAS, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

WHEREAS, the Paterson Public School District desires to contract for Instructional Management Services for Non-Public Students, and

WHEREAS, The Paterson Public School District encourages free and open public competition for goods and services, and

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

THEREFORE, BE IT RESOLVED by the School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for Instructional Management Services for Non-Public Students for the 2019-2020 school year.

### **Resolution No. 17**

WHEREAS, this supports Paterson-Promising Tomorrow Strategic Plan, Goal 1:Teaching and Learning: to create a student centered learning environment to prepare students for career, college readiness and lifelong learning and to Increase achievement levels

WHEREAS, Field Trip NJ has underwritten a grant to provide bus transportation to schools across New Jersey.

WHEREAS, this grant will provide Paterson students with field experiences that promote critical thinking, observation skills, data collection, student discussions and enhanced learning in the classroom. This will strengthen students' knowledge and reinforce classroom topics through an engaging experience And

WHEREAS, the Paterson Public School Board of Education approves the donation of services valued at \$700.00 from the Field Trip NJ, Science Department-School #20 Gr. 1 Field Trip to Great Falls Historic Park, bus transportation services effective March 16, 2020 to June 30, 2020 at no cost to the District.

### **Resolution No. 18**

WHEREAS, the Paterson Board of Education Policy Manual receives periodic revisions and additions, and

WHEREAS, the Policy Committee submitted policies to the Board for first reading, and

WHEREAS, a special public comment session was held at the April 8, 2020, board meeting, now therefore

BE IT RESOLVED, that the Board of Education approves the following policy for second reading and adoption:

0167 Public Participation in Board Meetings  
8505 Local Wellness Policy/Nutrient Standards for Meals and Other Foods

FINALLY RESOLVED, that in the event any policy, part of a policy or section of the bylaws is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by the State District Superintendent or Board of Education, the remaining bylaws, policies, and parts of policies shall remain in full effect.

### **Resolution No. 19**

WHEREAS, the State District Superintendent recommends the appointment, salary adjustments, transfers, leave of absence approvals, dismissals, contract renewals of tenured and non-tenured employees which supports the Bright Futures Strategies Plan for 2009-2014 which amongst its strategies goals is Priority I – Effective Academic Programs – Goal I – Increase Student Achievement; and

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

WHEREAS, the advisory Board of the Paterson Board of Education has made comments as appropriate; and

WHEREAS, the advisory Board of the Paterson Board of Education communicated its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements;

NOW, THEREFORE, BE IT RESOLVED, the advisory Board of the Paterson Board of Education acknowledges reviewing and making comments based on the personnel recommendations of the State District Superintendent adopted in the April 22, 2020 Board Meeting.

### **APRIL 2020**

#### **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**

B. **SUSPENSIONS- N/A**

**C.RESIGNATION/ RETIREMENT**

**D. TERMINATIONS**

**E. NON-RENEWAL**

**F. LEAVES OF ABSENCE**

**G. APPOINTMENT**

**H. TRANSFERS**

**I. RECALL FROM RIF**

**J. LEAVE REPLACEMENT**

**K. DISTRICT/SCHOOL PROGRAM HIRING - N/A**

**L. STIPENDS**

To compensate the following employees who have been approved for Equivalency retro to 2/01/2020 which is part of the PEA contract (see below listing).

LAST NAME	FIRST NAME	FROM LEVEL	FROM STEP	BASE SALARY	LONG.	TOT. SAL.	TO LEVEL	New Base Salary	TO STEP	LONG	EXTRA 12	NEW SAL TOTAL	Difference
Caccavella	Elizabeth	BMA30	6	\$96,493	\$2,200	\$98,693	PHD	\$96,493	6	\$2,200	\$2,000	\$100,693	\$2,000
Cotto	Florita	CMA30	7	\$136,389	\$5,800	\$142,189	PHD	\$136,389	7	\$5,800	\$2,000	\$144,189	\$2,000
Fontanella	Paul	MA+30	16	\$98,933	\$4,500	\$103,433	PHD	\$100,499	16	\$4,500	\$ -	\$104,999	\$1,566
Glisson	Gerald	DMA30	7	\$135,104	\$0	\$135,104	PHD	\$135,104	7	\$0	\$2,000	\$137,104	\$2,000
Johnson	Stacey	MA+30	16	\$98,933	\$0	\$98,933	PHD	\$100,499	16	\$0	\$ -	\$100,499	\$1,566
Micale	Margaret	MA	16	\$97,367	\$4,100	\$101,467	MA+30	\$98,933	16	\$4,100	\$ -	\$103,033	\$1,566
Trokan	Danielle	BA	7	\$50,713	\$0	\$50,713	MA	\$55,442	7	\$0	\$ -	\$55,442	\$4,729
Sams	Alexandra	IA-III	4	\$28,946	\$0	\$28,946	IA-DEG	\$31,734	4	\$0	\$ -	\$31,734	\$2,788

**Total  
Difference    \$18,215**

**M. AMENDMENTS**

**N. ATTENDANCE INCENTIVES**

**O. SICK/VACATION DAY PAY OUT**

Request to process payment for one (2) employees for sick/vacation days due to: resignation/retirement/deceased effective 4/01/2020. As per contractual agreement.

**Funding Source:** 11.000.291.299.690.058.0000.000 Not to exceed: \$22,804.76

**NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS**

LAST NAME	FIRST NAME	BARGAIN UNIT	RET/RESI GNATION	REASON	VACATION	SICK/ PER.	PER DIEM	SALARY CALCULATION	TOTAL
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			DATE						
Barlikas	Annamarie	PEA	4/1/2020	Ret.		48.25	\$232.72	Salary/200	\$11,228.74
Herald	Linda	Non-Barg	4/1/2020	Ret.	31		\$373.42	Salary/240	\$11,576.02
								<b>TOTAL</b>	<b>\$22,804.76</b>

**P. WITHHOLDING OF INCREMENTS**

**Q. HEALTH BENEFITS**

**R. MISCELLANEOUS**

Last Name	First Name	School/Location	Title	Salary	Reason
Norton	Jordan	Norman S Weir	Teacher Special Ed Cog Mild	\$53,555.00	salary adjustment

**S. MISCELLANEOUS (FUNDING.)**

**T. ADDITIONAL RESPONSIBILITIES**

**U. Administrative Longevity**

**V. RESTORE INCREMENTS**

**W. NEGOTIATIONS**

Action to approve the Non-Bargaining Agreement effective 7/01/2020 through 6/30/2023. The agreement was reviewed with the Personnel Committee on March 9, 2020.

**X. JOB DESCRIPTIONS**

**Y. Grievance Settlements**

**Resolution No. 20**

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4,5, using the request for proposal (RFP) document was solicited for Security Consulting, RFP 403-20RB (2) for the 2019-2020 & 2020-2021 school year(s). Twenty-two (22) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendor(s) responded and proposals are on file in the Purchasing Department; and

WHEREAS, pursuant to 18A:18A-22(d), the Board of Education may reject all proposals if there will be a substantial revision to the specification;

WHEREAS, the rejection of all proposals is in line with the 5 Year Strategic Plan 2019-2024, Goal Area #3: Communications and Connections, and

NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above mentioned recommendation that all proposals be rejected at this time as the Board of Education shall to substantially revise the specification for Security Consulting.

### **Resolution No. 23**

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for an Anonymous Reporting System, RFP 402-20. Five (5) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendor(s) responded and proposals are on file in the Purchasing Department; and

WHEREAS, pursuant to 18A:18A-22(d), the Board of Education may reject all proposals if there will be a substantial revision to the specification, and

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

NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above mentioned recommendation that all proposals be rejected at this time as the Board of Education shall substantially revise the specifications for the Anonymous Reporting System.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution Nos. 1 through 20 and 23 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no on Resolution No. 19. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> 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. 21**

RESOLUTION DETERMINING THE FORM AND OTHER DETAILS OF NOT TO EXCEED \$20,000,000 PRINCIPAL AMOUNT OF SCHOOL ENERGY SAVINGS OBLIGATION REFUNDING BONDS OF THE BOARD OF EDUCATION OF THE CITY OF PATERSON IN THE COUNTY OF PASSAIC, NEW JERSEY AND PROVIDING FOR THE SALE AND THE DELIVERY OF SUCH BONDS.

WHEREAS, this Board of Education has approved its Phase II Energy Savings Plan pursuant to the Energy Savings Improvement Program Law, N.J.S.A. 18A:18A-4.6; and

WHEREAS, this Board of Education has determined that it is the most cost effective and in the best interest of the School District to finance the Energy Conservation Measures included in the Energy Savings Plan through the issuance of Energy Savings Obligation Refunding Bonds (the "Bonds") to be issued and sold to the Passaic County Improvement Authority, which will issue its bonds (the "Authority Bonds") guaranteed by the County of Passaic and secured by the Board's Bonds to secure the lowest cost of borrowing and pass that savings through to this Board of Education

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey (not less than two-thirds of all members thereof affirmatively concurring) as follows:

Section 1. The Board of Education of the City of Paterson in the County of Passaic, New Jersey (referred herein as the "Board of Education" or "Board") hereby authorizes the sale, in one or more series, of an amount not to exceed \$20,000,000 School Energy Savings Obligation Refunding Bonds (the "Bonds") by virtue of its final adoption by a

two-thirds majority of its full membership on April 22, 2020 of a bond ordinance entitled, "School Energy Savings Obligation Refunding Bond Ordinance of The Board of Education of the City of Paterson in the County of Passaic, New Jersey, Providing for Energy Conservation Improvements, Appropriating Not to Exceed \$20,000,000 Therefor and Authorizing the Issuance of Not to Exceed \$20,000,000 Energy Savings Obligation Refunding Bonds to provide for Such Improvements."

Section 2. The Bonds are hereby authorized to be sold to the Passaic County Improvement Authority (the "Authority") in accordance with the Bond Purchase Agreement to be entered into by and between the Authority and the Board (the "Bond Purchase Agreement") pursuant to this resolution. The purchase price for the Bonds shall be as set forth in the Bond Purchase Agreement, plus unpaid accrued interest, if any, from the dated date of the Bonds to, but not including, the delivery date of the Bonds. The Board President, Superintendent and/or Business Administrator/Board Secretary is hereby authorized to enter into the Bond Purchase Agreement on behalf of the Board with the Authority in a form satisfactory to McManimon, Scotland & Baumann, LLC, bond counsel for the Board ("Bond Counsel") for the sale of the Bonds to the Authority in accordance with the provisions of this resolution and otherwise in accordance with and subject to approval of the refunding bond ordinance by the Local Finance Board. The signature of the Board President, Superintendent or Business Administrator/Board Secretary on the Bond Purchase Agreement shall be conclusively presumed to evidence any necessary approvals.

Section 3. The Bonds are being issued to provide for the energy savings improvements described in the school district's Energy Savings Plan approved by the Board of Education on April 8, 2020.

Section 4. The Bonds shall be issued in accordance with the terms and the conditions set forth in the Bond Purchase Agreement within the parameters set forth herein:

(A) The Bonds shall be issued in a paramount not exceeding \$20,000,000 determined to be necessary to pay costs of issuance and to provide for the energy savings improvements, all in accordance with the Local Finance Board approval;

(B) The Bonds shall be designated "The Board of Education of the City of Paterson in the County of Passaic, New Jersey (Energy Savings Obligation Refunding School Bond, Series 2020)," or as otherwise set forth in the Bond Purchase Agreement, shall be issued in a single denomination and shall be numbered R-1;

(C) The Bonds shall be dated such date as established in the Bond Purchase Agreement;

(D) The Bonds shall mature in the principal amounts on or about July 15 of each year, commencing on or about July 15, 2022 and thereafter or as otherwise set forth in the Bond Purchase Agreement and shall bear interest at interest rates per annum on the unpaid principal balance on each January 15 and July 15 until maturity or earlier redemption, commencing on or about July 15, 2021 or as otherwise set forth in the Bond Purchase Agreement;

(E) The Bonds shall be issued in the form of a single bond with principal amounts payable over not more than 21 fiscal years;

(F) The Bonds shall be numbered R-1 and shall mature in such principal amounts as determined in the Bond Purchase Agreement;

(G) The Bonds shall be issued in fully registered form and shall be payable at the principal office of the Authority, as the registered owner thereof, or such other place as directed by the Authority as the registered owner thereof, as to both principal and interest in lawful money of the United States of America on the first or fifteenth day of the month immediately preceding the respective payment dates or as otherwise set forth in the Bond Purchase Agreement;

(H) The Bonds may be subject to extraordinary, mandatory or optional redemption or not as set forth in the Bond Purchase Agreement; and

(I) The Bonds shall be issued upon terms and conditions consistent with the terms included in the application submitted by the Authority on behalf of the Board to the Local Finance Board, in the Department of Community Affairs, State of New Jersey (the "LFB") for approval of the Energy Savings Obligation Refunding Bond Ordinance described in Section 1 (the "Application"); the maturity structure or weighted average maturity for the Bonds shall be substantially similar to the structure submitted to the LFB in the Application, and all conditions described in the Application as submitted to the LFB for the sale of the Bonds shall be satisfied.

Section 5. The Bonds shall be substantially in the following form with such additions, deletions and omissions as may be necessary for the Board to conform the Bonds to the requirements of the Bond Purchase Agreement or as otherwise required by the Authority.

Section 6. The Bonds shall be accompanied by a copy of the written opinion with respect to the Bonds that is to be rendered by the Board's Bond Counsel, complete except for omission of its date. The Business Administrator/Board Secretary is hereby authorized and directed to file a signed duplicate of such written opinion in the Business Administrator/Board Secretary's office.

Section 7. The Board's Bond Counsel and Financial Advisor are authorized to arrange for the preparation of the Bonds. The proper officials of the Board are hereby authorized and directed to execute and seal the Bonds and to deliver them (or it) to the Authority in exchange for payment, including accrued interest from the Dated Date of the Bonds to the date of delivery, if any.

Section 8. The Business Administrator/Board Secretary, Board Auditor, Financial Advisor, Bond Counsel and other appropriate representatives of the Board (the "Authorized Representatives) and other officers, agents and employees of the Board are authorized to prepare and distribute information to the Authority with respect to the Board in connection with preparation of the Preliminary Official Statement of the Authority for the Authority Bonds. Such information concerning the Board shall be in such form as may be approved by the Business Administrator/Board Secretary. The use in the Preliminary Official Statement of the financial (as applicable) and other information relating to the Board and pertaining to the Bonds is hereby authorized, The Board President and/or the Business Administrator/Board Secretary are hereby severally authorized and directed to "deem final" the information concerning the Board set forth in the Preliminary Official Statement for purposes of Rule 1502-12, The Board President and/or the Business Administrator/Board Secretary are hereby severally authorized and directed to approve the information in final Official Statement relating to the Board and the Bond.

Section 9. The Board will take no action and will refrain from taking any action that will adversely affect the tax exempt status of the Authority Bonds.

Section 10. The Board hereby appoints, if necessary, the Trustee selected by the Authority for the Authority Bonds to act as Paying Agent for the Bond. The Board is hereby authorized and directed to make all payments of the principal of, redemption premium, if any, and interest on the to the Trustee, all in accordance with the terms of the Bond Purchase Agreement.

Section 11. The Business Administrator Board Secretary is hereby authorized to enter into an agreement with the Authority and to take the necessary actions for it and the Authority to comply with Rule 15 c2-12 of the Securities and Exchange Commission. In the event that the Board of Education fails to comply with the Rule requirements or the written contracts or undertakings specified in this resolution, the Board of Education shall not be liable for monetary damages, remedy being hereby specifically limited to specific performance of the Rule requirements or the written contracts or undertakings therefor,

Section 12. The Business Administrator/Board Secretary is authorized to pay the costs of issuance at or after the time of closing to the various participants regarding the sale and issuance of the bonds based upon the recommendation of the Board's Financial Advisor to pay such costs.

Section 13. The Business Administrator/Board Secretary shall take all steps necessary to invest the proceeds of the Bonds until application to project costs with the advice of the Financial Advisor.

Section 14. The Board President, Superintendent, Business Administrator/Board Secretary and other appropriate representatives of the Board are hereby authorized to take all steps necessary to provide for the issuance of the Bonds and the Authority Bonds, including preparing and executing such agreements and documents on behalf of the Board and taking all steps necessary or desirable to implement the requirements of this resolution, such agreements, and documents as may be necessary and appropriate and the transactions contemplated thereby. These may include any trust agreement, bond purchase agreement, secondary market disclosure agreement, Tax Letter of Representations, Letter of Representations or other agreements or documents necessary to implement this transaction with the Authority.

Section 15. In accordance with School Bond Law and other applicable law, the full faith and credit of the Board are hereby pledged for the payment of the principal of and interest on the Bonds, and the Bonds shall be general obligations of the Board payable as to principal and interest from the levy of ad valorem taxes that may be assessed on the taxable property within the jurisdiction of the Board without limitation as to rate or amount. The Bonds are additionally secured by the School Bond Reserve in accordance with the School Bond Reserve Act, N.J.S.A. 18A:56-17 et seq. (P.L. 1980, c. 72, approved July 16, 1980, as amended by P.L. 2003, c. 118, approved July 1, 2003).

Section 16. The laws of the State shall govern the construction of this resolution and of the Bonds issued hereunder.

Section 17. This resolution shall take effect immediately upon approval of the refunding bond ordinance by the Local Finance Board.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 21 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
- 4<sup>th</sup> 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. 22

SCHOOL ENERGY SAVINGS OBLIGATION REFUNDING BOND ORDINANCE OF THE BOARD OF EDUCATION OF THE CITY OF PATERSON IN THE COUNTY OF

PASSAIC, NEW JERSEY. PROVIDING FOR ENERGY CONSERVATION IMPROVEMENTS, APPROPRIATING NOT TO EXCEED \$20,000,000 THEREFOR AND AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$20,000,000 ENERGY SAVINGS OBLIGATION REFUNDING BONDS TO PROVIDE FOR SUCH IMPROVEMENTS.

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "Board of Education" or the "School District") decided to investigate implementation of an energy savings improvement program and hired the firm of NORESCO to conduct energy audits of the school district facilities, and NORESCO conducted the audits and delivered to this Board of Education Energy Audit Reports; and

WHEREAS, the Board of Education determined to utilize competitive contracting pursuant to N.J.S.A. 18A:18A-4.1 et seq. for the selection of an energy savings company ("ESCO") to assist the School District with the development and implementation of an energy savings plan; and

WHEREAS, the Board hired Energy Systems Group, LLC to serve as its ESCO in accordance with the competitive contracting process, and Energy Systems Group, LLC has worked with the Board to develop an energy savings plan; and

WHEREAS, this Board of Education hired Remington & Vernick Engineers to verify the energy savings to be realized through the energy savings plan, and Remington & Vernick Engineers issued a report, verifying the savings; and

WHEREAS, the Energy Savings Plan and verification report were submitted to the Board of Public Utilities Office of Clean Energy (the "BPU") for their review; and BPU reviewed and approved or is expected soon to approve the plan; and

WHEREAS, by resolution adopted on April 8, 2020, this Board of Education approved the energy savings plan, and the energy savings plan was or soon will be posted on the Board of Education's website and submitted to the Board of Public Utilities for posting on its website; and

WHEREAS, the Board of Education has determined that the energy savings generated from reduced energy use from the program will be sufficient to cover the cost of the program's energy conservation measures set forth in the energy savings plan, and, therefore, has determined to implement the plan pursuant to N.J.S.A. 18A:18A-4.6 and to finance the program through the issuance of energy savings obligations authorized as refunding bonds pursuant to N.J.S.A. 18A:18A-4.6(c)(3) and 18A:24-61.1 et seq.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey (not less than two-thirds of all members thereof affirmatively concurring) as follows:

Section 1. The School District is hereby authorized to provide for energy conservation measures described in its approved energy savings plan and related work.

Section 2. In order to finance the cost of the improvements described in Section 1 hereof, negotiable school energy savings obligation refunding bonds (the "Bonds") are hereby authorized to be issued, in one or more series, in the aggregate principal amount not to exceed \$20,000,000 pursuant to N.J.S.A. 18A:18A-4.6 (c)(3) and N.J.S.A. 18A:24-61.1 et seq.

Section 3. An aggregate amount not exceeding \$415,000 for items of expense listed in and permitted under N.J.S.A. 18A:24-61,4 has been included in the aggregate principal amount of Bonds authorized herein.

Section 4. A supplemental debt statement has been prepared and filed in the offices of the City Clerk and the Business Administrator/Board Secretary and in the office of the Director of the Division of Local Government Services in the Department of Community Affairs of the State of New Jersey as required by law. Such statement shows that the gross debt of the City as defined in the Local Bond Law and the school debt of the School District is increased by the amount of the Bond authorization set forth herein.

Section 5. A certified copy of this school energy savings obligation refunding bond ordinance as adopted on first reading has been filed with the Director of the Division of Local Government Services in the Department of Community Affairs of the State of New Jersey prior to final adoption, together with a complete statement in the form prescribed by the Director and signed by the Business Administrator/Board Secretary or the Board President of the School District as to the indebtedness to be financed by the issuance of the obligations authorized herein.

Section 6. The Board of Education hereby makes the following covenants and declarations with respect to obligations determined to be issued by the Chief Financial Officer on a tax-exempt basis. The Board of Education hereby covenants that it will comply with any conditions subsequent imposed by the Internal Revenue Code of 1986, as amended (the "Code"), in order to preserve the exemption from taxation of interest on its obligations or obligations of its conduit financing issuer, as necessary, including, if necessary, the requirement to rebate all net investment earnings on the gross proceeds above the yield on the obligations. The Board of Education hereby declares the intent of the Board of Education to issue or have issued for its benefit obligations in the amount authorized in Section 1 of this refunding bond ordinance and to use the proceeds to pay or reimburse expenditures for the costs of the purpose described in Section 1 of this refunding bond ordinance. This Section 6 is a declaration of intent within the meaning and for purposes of Treasury Regulations §1,150-2 or any successor provisions of federal income tax law.

Section 7. The Business Administrator/Board Secretary of the Board of Education is hereby authorized to prepare and to update from time to time as necessary a financial disclosure document to be distributed in connection with the sale of obligations of the Board of Education and to execute such disclosure document on behalf of the Board of Education or to assist with such filing made by a conduit financing issuer. The Business Administrator/Board Secretary is further authorized to enter into the appropriate undertaking to provide secondary market disclosure on behalf of the Board of Education or conduit financing issuer pursuant to Rule 15c2-12 of the Securities and Exchange Commission (the "Rule") for the benefit of holders and beneficial owners of obligations of the Board of Education or the conduit financing issuer and to amend such undertaking from time to time in connection with any change in law, or interpretation thereof, provided such undertaking is and continues to be, in the opinion of a nationally recognized bond counsel, consistent with the requirements of the Rule. In the event that the Board of Education fails to comply with its undertaking, the Board of Education shall not be liable for any monetary damages, and the remedy shall be limited to specific performance of the undertaking.

Section 8. The full faith and credit of the Board of Education are hereby pledged to the punctual payment of the principal of and the interest on the obligations authorized by

this bond ordinance. The obligations shall be direct, unlimited obligations of the Board of Education, and the Board of Education shall be obligated to levy ad valorem taxes upon all the taxable real property within the School District for the payment of the obligations and the interest thereon without limitation of rate or amount.

Section 9. The Board President, the Superintendent, the Business Administrator/Board Secretary and other appropriate representatives of the School District are hereby authorized to prepare such documents, to publish such notices and to take such other actions as are necessary or desirable to enable the School District to prepare for the sale and the issuance of the Bonds authorized herein.

Section 10. This bond ordinance shall take effect immediately after final adoption and endorsement of the consent of the Local Finance Board upon a certified copy of this ordinance as finally adopted.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 22 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
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo

- Self
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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

## COMMITTEE REPORTS

### *Technology*

Comm. Arrington: Good evening, everyone. I would like to comment on two things before I start the report. Zoom. As an IT professional, Zoom is heavily used in Corporate America, especially where I work. There are many mitigating strategies that we can employ at Paterson Public Schools to minimize what they call Zoom bombing. We can make sure we have the latest level and setting. I just want to level set that. I know I keep hearing a lot of discussion about Zoom and the risks associated with it. I just want to let everyone know that in Corporate America, Zoom is very alive and well and there are a lot of strategies we can employ to make it safe for everyone. I just want to address one thing also with Comm. Capers and the professional development. I understand I wasn't here at the time when there might have been professional development for the use of Chromebooks in the classroom. What we're talking about now in technology is professional development on virtual and distance learning. That's what we have to get across all of our staff and teachers across the different schools. It's not the managing of Chromebooks. It's just the classroom management with distance and virtual learning. That's some of the professional development that Mr. President, us, and the technology committee were talking about yesterday. I just want to talk about those two things really quick before I go on to my report. The Superintendent talked about the status of the Chromebook deployment. It is currently in flight with the high schools and I think we're going to be done on Monday, if I'm correct. I think Eastside and a couple of other academies are the last of the schools. Right now, we're taking inventory. Mr. President, you're correct. Not all of the middle schools have Chromebooks. We are taking an inventory of Chromebooks within the middle schools to see exactly how many we need to roll out. Our middle school students are definitely our next set of students that will be receiving Chromebooks. We are looking at grades 5 and 6. We're looking at going even further with that, looking at first grade or kindergarten to fifth grade, and appropriate devices for those students. We talked about this yesterday in the technology committee. We might look at a different set of technology for our younger students, which might include touchscreen. That's something that we're still analyzing now and there will be more updates to follow on that. I think the Superintendent already spoke about the additional purchasing of Chromebooks. Right now, we're looking at approximately 1,600 Chromebooks that are additionally needed to get the middle school rolled out with the next set of Chromebooks. I think the Superintendent talked about it, but our strategy and our plan for the Chromebooks going forward is when a Paterson Public School student enters high school from the ninth grade to give him or her a Chromebook. That Chromebook is going to stay with them throughout their high school life. There is still some deliberation on that, but at graduation is when they would turn that Chromebook in. Our plan is at some point in the future when we do deploy these Chromebooks out to our students, they will keep them for the duration of their time during high school. That's something

that we talked about yesterday in committee. The other thing we're looking at is Chromebooks for our staff. That's something we talked about in committee. That as well as the other mitigating strategies we can look at with Zoom. If there's a concern about using Zoom on a Paterson Public School staff personal device or laptop computer, they will be using our device for remote or distance learning. One of the other things we talked about yesterday was the virtual teaching. I think Dr. Hodges was touching on that. What are the best practices happening out there in other districts? I think the Superintendent mentioned that. That's what we're trying to look at and we're going to come up with etiquette and behaviors that are going to be expected. There's a student code of standard when he or she is in the classroom. We're going to expect the same thing through virtual or distance learning. That's something we're looking to develop right now. We talked about the standardization across schools. We realize some of our younger teachers coming out of college are a little bit more hip than we are and they know more of the latest technology. We're looking to leverage that and try to come up with the best for our students. The last thing we talked about yesterday was the integration of curriculum with now having Chromebooks in the one-to-one at the high school level and now the middle school and the lower grades in the near future. How do we integrate the curriculum more so? I know Dr. Hodges talked about that two years ago when I was first on the Board, the integration of the curriculum with the technology. That's something we're digging into now as this virtual distance learning is more of our new norm. We're going to look more into how we integrate that and looking at other districts for best practices that are happening out in the industry. I think that is it, Mr. President. Are there any questions?

Comm. Teague: Given the fact of what we're dealing with regarding this pandemic, I know this might be stretching it, but in the event that it gets worse, god forbid, and in September they still have the lockdown in place, are we prepared to go forward for September if that's the case? If September rolls around and the pandemic is still going and the Governor is saying he still doesn't feel comfortable opening the schools, will we be prepared for that?

Comm. Arrington: From a technology perspective, there's a very high demand for Chromebooks out in the industry right now. There are a lot of other districts competing. Hospitals are competing for supplies and there are school districts competing for these Chromebooks. We hope to have an allotment of Chromebooks in over the summer so that at least all of the schools will have one-to-one. Then we will roll it out to the lower grades.

Comm. Simmons: If I could piggyback on that, Comm. Arrington. The Superintendent did speak earlier. Once we get these middle school Chromebooks rolled out, we'll be better prepared. Should something happen where the Governor is telling schools to close, students will have those Chromebooks already. Basically, the Superintendent and her team are working on preparing for this summer, the fall and after. This caught us by surprise as it caught everyone. Going forward we will be better prepared and that's what the Superintendent and her team are working on.

Comm. Arrington: We're looking to position ourselves to be much better prepared and making things better as we go forward.

Comm. Teague: Sounds good to me.

Comm. Capers: I asked a question earlier. I don't know if you touched on it. I didn't hear you touch on it. Did you guys discuss a shared house with Chromebooks?

Because of the lack of Chromebooks we can give one to a high schooler and if there is a middle schooler in the house they can use that Chromebook as well.

Comm. Arrington: That's a great question. We do have enough for each high school student. Our plan is to put a one-to-one device into the hand of each student. We have enough for high schools. We're doing an inventory of the middle schools. We're purchasing enough Chromebooks for each student who needs a device to be able to take it home. Our plan is to have one for each student.

Comm. Simmons: In committee that actually came up. I'm not sure if Comm. Arrington remembers. If Ms. Peron is still on, I think we talked about if there's not a device for the middle schooler, I don't think there's anything precluding them from sharing that device.

Ms. Peron: That's correct.

Comm. Capers: I understand the shortage and the budget restraints and I'm just thinking outside the box here. Let's say there are three middle schoolers in that household, in the same or different schools. Can that household use the same Chromebook? Are we doing that type of analysis? Is every student going to get one?

Comm. Simmons: The answer to your question is yes and Ms. Peron can talk more to it. If I remember correctly, we were working on finding out which households had multiple students and what the needs were for those households. Again, it doesn't preclude them from sharing that device. If the high school student has a device and there are two middle school students in the household, there's nothing precluding them from sharing it.

Comm. Arrington: We also did the technology survey. For example, my son has a computer at home so he doesn't need to take home a device. We are going to get back some devices that way to help us out.

Comm. Capers: You were talking about the video chat and recording devices. Will we be using the Google Meet, Google Hangout, or another system?

Comm. Simmons: If I remember correctly, they are working on trying to standardize that. There's still a process in place to try and standardize what that platform is going to be. They're continuously having those meetings. I know people talked about Zoom and Google and all these different platforms. What happens is in the district people are comfortable using different things. They're trying to filter through what works best for the district. Ms. Peron and the technology department are actively working on trying to standardize what it's going to be.

Comm. Hodges: That speaks to the issue that I raised earlier about the PEA's statement to its members in terms of their interaction with students. That has to be standardized. Currently there are some issues on the part of the PEA on how the teachers should interact with students.

Comm. Simmons: Zoom, which is widely used, has issues. There are some concerns in the education space when it comes to Zoom. There are some security issues. We can control our environment, but if a student uses their own device, we can't control that device.

Comm. Hodges: There has to be a standardized agreement on the part of the teachers as to what they're going to react with because the PEA is telling them not to answer phone calls.

Comm. Simmons: That is what's being worked on. I'm trying to avoid personnel stuff. I can tell you that there have been subsequent conversations since the writing of that letter. I can tell you that the district, the Superintendent, her team, and the union are much closer together. Is that fair to say?

Comm. Hodges: Whatever the agreement is, it needs to be printed for the public and the PEF to be aware of it.

Comm. Capers: The district already had rolled out the Google Meet in the classrooms, correct?

Ms. Peron: That's correct.

Comm. Capers: What is the issue that the union has if they have already been using it?

Comm. Simmons: We're not going to go there. We can't go there.

Comm. Teague: You're going a little too deep now.

Comm. Capers: Okay.

Comm. Simmons: Ms. Peron, you look like you want to say something.

Ms. Peron: There were a couple of questions, but you handled it very well. It was covered in our meeting. A device can be shared, but it is difficult to share amongst three kids. Sometimes the work is lengthy. Really, we're talking about equity. We really need to get a device in every child's hand and that's what we're working towards. Each of them has their own domain because each of them has their own Google address and email. Their classrooms are specific to them. A device can be shared, but in terms of equity our kids deserve a device in each of their hands. That's what we're working towards. We said high school went one-to-one and then Ms. Shafer's plan was to get the middle school in a one-to-one environment. Unfortunately, we weren't able to do that right away, but there are schools that have enough Chromebooks for their middle schools. There's a difference between a Windows machine and a Chromebook. A Chromebook is Google and we have full control over Google. When they log into their account, they're logging in through Altice WI-FI and have the safeguards at hand, such as Guardian. We're able to see where they go and what they do. When they log in with a regular laptop, kids can go anywhere. We want everyone to be safe.

Comm. Arrington: In the new normal we're in now, one thing we talked about yesterday was having working sessions or workshops for our parents to teach them about online learning. That's something we were discussing also yesterday. There will be more coming out on that. We're still thinking about the parents out there adjusting to this new norm. How do we teach them about Google Classroom? I'm an IT person and I don't know much about Google Classroom. We need to teach our parents more about that and there will be more information coming out about that.

Comm. Hodges: My question is about teaching the teachers. We get told that the most important person in the classroom is a good teacher. If we're using new technology and they're not as familiar as they need to be and distance teaching at the same time that

raises some questions about whether or not we have the appropriate teachers before the students in the classroom. I will continue to raise that until I see a comprehensive approach to professional development in this area. I know we're in an emergency situation, but I'm worried about September as well and what may happen over the summer. How do we prepare for that? How do you prepare teachers to come back and teach using this technology, which we have not done for years? It's not just a matter of taking the curriculum and handing it out. We have to make sure that the students understand it. I want to be sure that's taking place. There are feedback mechanisms that are appropriate that will enable the teacher to understand what's going out there is in fact being well received by the students.

Comm. Simmons: I know Ms. Tsimpedes touched on that earlier with the PD for teachers and making sure they are up to par. Comm. Arrington talked about it as well. We talked about it yesterday in our committee meeting, making sure that the teachers get professional development. It's new for a lot of them, especially in the middle schools. It is a continuous conversation. I can tell you that some teachers have started doing the Google education for educators and some other video stuff.

Comm. Hodges: Some teachers are not good enough. We need to have all of them.

Comm. Capers: All teachers.

Comm. Hodges: Absolutely. You can't have some.

Comm. Simmons: It is because we're still working on the standardization so the teachers that are using the Google Meet and the ones that are going through that process. There are other teachers that are using things like Classroom Dojo who are familiar with that and that's what they use. Once we standardize, then there will be more mandated PD or district-driven PD around whatever the standard is.

Comm. Hodges: That's what I'm urging. I don't see this getting much better in the short term.

Comm. Capers: We were in a meeting before and this was rolled out. The PD was offered, but it seems like there were some teachers who took it seriously and some that didn't. Now that it is mandated, we have to backtrack. I agree we do need to standardize this and make sure it's mandated that all teachers are doing this.

Comm. Simmons: It's a conversation that's continuing. We are working on it. Between I&P and technology it is being worked on.

Comm. Hodges: We need to know when 100% of our teachers have been trained adequately. That's going to impact us next year. That's my whole point. I want to push this to the point where we get to that.

Comm. Simmons: Completely understood, but that becomes easier as we move towards standardization.

Comm. Arrington: This is great. It's a conversation we needed to have.

### ***Operations***

Comm. Ramirez: We have not met, but the items are still the same. There are only four items of transportation and some route cancellations.

Comm. Simmons: We voted on those already.

### ***Fiscal Management***

Comm. Simmons: Fiscal met yesterday, but I don't have the minutes for that yet. Once I get those minutes, I will get them out to the rest of the Board. It was a presentation on an anonymous reporting system to help us meet the Alyssa's Law mandate. As soon as I get it, I will send it out to the rest of the Board.

Comm. Capers: Did the state come out with any new calendar year yet?

Comm. Simmons: No.

Comm. Capers: I guess this legislation is in the State House. They sent it to all School Board members.

Comm. Simmons: It's probably not going anywhere. I had that conversation today about furloughs.

Comm. Capers: Not about furloughs. It's about one quarter where the city doesn't have to pay the school tax.

Comm. Redmon: They're still working on that.

Comm. Capers: Are we having those conversations? I don't know. Who's still working on it? Are they working on getting it passed? Are they still working on the legislation?

Comm. Simmons: They're still working on the legislation.

Comm. Capers: Are we going to take any stance on this?

Comm. Simmons: We can't do anything?

Comm. Redmon: It hasn't passed the Assembly yet. We're still waiting for documentation.

### ***Governance***

Comm. Martinez: Governance presented at the last meeting.

### ***Personnel***

Comm. Redmon: Personnel met on Monday, but the minutes will be presented at our workshop. That's all I have to say.

### ***Family and Community Engagement***

Comm. Teague: I just want to make sure Ms. Shafer related the message to the teams. I'm really proud of the work they're doing. Sorry for my tardiness. I lost a close cousin today to this ridiculous pandemic, but I'm here.

Comm. Hodges: My condolences.

Comm. Simmons: Do we need to go into executive session?

## **INFORMATION ITEMS**

- 20-A88. Approved acceptance of a donation from Accurate Box located in Paterson, New Jersey, of \$10,000.00 to the Global Travel Club of Eastside High School, at no cost to the district.
  
- 20-A89. Approved acceptance of a donation from Adam Altman for the purchase of gifts for winners of the Paterson Public Schools Vaping Campaign contest, in the amount of \$500.00.
  
- 20-A90. Approved acceptance of a donation from Paterson Great Falls Rotary Club of 84 toy gifts for Pre-K students at Dale Avenue School, to help create a positive school climate.
  
- 20-A91. Approved acceptance of a donation from Pearson, Imagine Learning, McGraw Hill, Curriculum Associates, Cengage, Ramon Joaquin, and Pharmacy Plus, of various items for the 2020 Math Olympiad participants, at no cost to the district.
  
- 20-A92. Approved the on-site Fun-Fair Carnival for S.T.A.R.S. Academy students on June 2, 2020, or rain date June 3, 2020, with volunteers of parents and from the Paterson Police Department and the Paterson Fire Department.
  
- 20-A93. Approved participation in the Full Cart Grocery Delivery Program for School No. 15 in partnership with Cigna Foundation in response to the COVID-19 pandemic, from April 23, 2020 through July 31, 2020, at no cost to the district.

## **ADJOURNMENT**

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