

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

August 14, 2019 – 6:56 p.m.  
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

Comm. Emanuel Capers  
Comm. Jonathan Hodges  
Comm. Manuel Martinez  
Comm. Eddy Olivares

Comm. Joel Ramirez  
Comm. Nakima Redmon, Vice President  
Comm. Robinson Rondon

Absent:

Comm. Kenneth Simmons

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

Comm. Redmon read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

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

**Workshop Meeting  
August 14, 2019 at 6:30 p.m.  
Administrative Offices  
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. Castillo: Good evening. I want to welcome all of you to our August workshop, which means summer is almost over. Technically for us, it basically is. Before we move on, I do want to give some announcements to the Board as well as the community on some changes that were recommended to us and make some sense. We have a few discussions coming up still about changing some meeting dates or the structure of our meetings, for all of our committee meetings to happen on the first week of the month. If anything happens, we will take it base by base, by the idea is for all

committees to meet on the first week of the month. This should give all departments the opportunity to write their minutes and have them available and uploaded to all Board members 48 hours before the workshop. We should have received most of the minutes. I know this is our first try-on so we have to get used to it. All Board members should have received the minutes from committees from last week. We are still fixing some changes. All workshops will be in the second week of the month and general meetings will be in the third week. This will give the Board the opportunity to not only attend the committees, but read the minutes of all the committees so everyone is well aware of what's going on. It also allows for the workshop to be more discussion-based. We will also go back to seeing less, and hopefully none, actions to vote on in workshop so we can have the opportunity to have more conversation and discussion. In our general meetings it will be more of a voting meeting with fewer presentations. Of course, if there's anything that needs to be discussed further we can ask the Superintendent for a presentation or whatever it may be. But I think restructuring gives us the opportunity and a little more time to read the information, ask any questions, and have better discussions. For example, on your agenda in instruction and program you have 120 resolutions which were discussed in committee. As you see on the bottom, it says late submission. It means that it was not discussed in committee because of timing or any other issue. It was added on to the agenda without the committee review, meaning it also wasn't on the minutes. For example, in finance because of how the meeting falls on the second week now we will always have two late submissions from finance for payroll. It's just because of the way the weeks flow. Our goal is to not have late submissions so that every Board member has the opportunity to read the items that will be uploaded into the Chromebooks. That way we will have access to them any time. We can read them and have better discussions in committee. The minutes will be uploaded as well. You will be able to view those so we're prepared to have a discussion during our workshop meetings. If there's anything special, important, or added on we will make accommodations if those items come forward. I think it does make sense for us. It keeps it better organized, as opposed to having our committee meetings and workshop all come together and everyone is trying to rush to get the information in or we might not have enough information about an item because we didn't get the opportunity to review it or discuss it. This opens that up a little bit so we can be a little more effective. That's my update. If there are any questions or concerns it's something we can discuss. During our September workshop we will be discussing our Board goals. Our district goals are basically complete. We talked about them at the retreat. Our goal is to have Board goals as well to drive what the Board will be doing this school year and hopefully have committee goals as well that we can discuss. Though everything is extremely important we want the committees to be able to structure and are working towards something specific that will hopefully come together with the Board goals, district goals, and the overall strategic plan for the district. Are there any questions, concerns, or discussion?

Ms. Shafer: At this time, I'm going to ask Eric Crespo to please come up and do the School Safety Data System (SSDS) Report.

## **PRESENTATIONS AND COMMUNICATIONS**

### **School Safety Data System (SSDS) Report**

Mr. Eric Crespo: Good evening Commissioners. Tonight, I will be presenting the SSDS report. Usually our SAC supervisor would be here presenting this to you. However, once the meeting was moved to a different week, they already had plans to be on vacation in some other place and couldn't make it back. I will be providing you the information tonight. The SSDS report is replacing and combining the electronic violence

and vandalism reporting system that was used in the past. The SSDS report will now include all violence, vandalism, substance use, possession, weapons, and HIB throughout the district annually. This is a change from the past where they were reported in a separate manner. Our Student Assistance Coordinators, known as SACs, are responsible for coordinating prevention, intervention, and different types of programs. Some of those programs will include alcohol, tobacco and other drug use, internet safety, HIV and aids, grief and loss, self-esteem, and the science and treatment of addictions. They have a major role in the district and it's important that they're in the classroom and not just when there's a crisis. Those preventative measures are important for them to continue to reduce the number of students that are even willing to experiment with drugs. We also partner with different organizations. Here is a list of a few of them and some of the topics they cover. They have serviced our schools this year in conflict resolution, bullying, mental health, substance abuse, vaping, and gang awareness, just to name a few. They've done an outstanding job with our students and they partner with our counselors as well. It's very important that the SACs are also in the classroom. They go into health classes to educate our students. Here are some of the topics that were covered – tobacco and nicotine, prescription medications, peer pressure, and decision-making. This is all done within the health classes that are already assigned to the students. It's embedded with them. In morning announcements they will talk about why avoiding drug use and some inspirational quotes. We talked about classroom lessons, bulletin boards, individual and group counseling sessions, which have been very popular in our schools, dissemination of age-appropriate information and materials. We also have that in different languages for our students. Like I mentioned, parents receive information in different languages. On back-to-school and report card nights there are usually informational tables and materials always available to parents and in the counseling department. When there's a need we link the families to the community resources. There are parent conferences and meetings throughout the year. Again, this works in conjunction with the school liaison. Any student found to be positive must be reported to NJDOE through the system. Students are considered positive when confirmed under the influence, in possession of a substance or drug paraphernalia, refuse to take a medical exam/drug test, or the amount of possession is also for sale or distribution. That's an automatic positive. Here are some of our numbers for this year. 515 tested positive. There were more positives than negative tests, and more males than females. 57 students refused to test this year. 214 of the positive tests were because of Vape pens. They accounted for 60% of the 354 substance incidents. That's important to know because when it comes to Vape pens, they might have nicotine inside. However, we have Vape pens as drug paraphernalia, which gives you an automatic positive. Just to stay on Vape pens for a second, in k-8 we had 85 incidents and in 98-12 we had 129. Anybody found with a Vape pen automatically goes for a drug testing. What's being done to decrease these numbers in the school year? We're increasing the type of program we have and the speakers that are available to the students. We are having those information tables, knowing where to receive the help, and being proactive with that information. Vaping education is infused in the classroom lessons and PowerPoint presentations. We have clarification of our substance abuse policy 5530 to correspond with the substance smoking policy 5533. The reason that's mentioned is students that are found in possession of cigarettes are being treated differently than those found in possession of Vape pens. That's why we want to make sure we're clear on those classifications. We just have one more slide and then we can answer questions.

Mr. Anthony Traina: I'm just going to go over the violence and vandalism and weapons for 2018-2019. As you see, there were 66 incidents of violence, which mostly consisted of fighting, some assaults, and some threats not related to HIB. Vandalism of property was mostly writing on bathroom walls or destruction of some property in the classrooms

or bathrooms. We see a little spike in weapons of 12, mostly knives. If they use a pen to assault somebody, they will consider that a weapon. Most of the knives are either folding or a couple of switchblades. You have a total of 85 this year.

Comm. Capers: I have two concerns. Thank you for both presentations. In terms of the number of students that are Vaping, you said that you're going to increase programs to decrease the numbers.

Mr. Crespo: Yes. We want to decrease the number by increasing what we're offering in education.

Comm. Capers: What are we offering? What more are we going to offer?

Mr. Crespo: The SACs will be in the classroom. While they're in the classroom there are different areas that they focus on. Now looking at data and looking at it strategically we know that this is something that we have to focus on so they will have lessons specifically for Vaping. They will build awareness in different health and safety issues associated with it ensuring that it's not a gateway.

Comm. Capers: What are we doing to stop Vapes from coming into the building?

Mr. Crespo: For the actual paraphernalia entering the building?

Comm. Capers: Yes.

Mr. Traina: The only thing I can tell you is we do have security checks periodically for weapons but also paraphernalia. A Vape pen is pretty easy to hide.

Comm. Capers: It looks like a USB stick or something.

Mr. Traina: A lot of times you can't even see it even if you do the checking. Education is the way to go.

Comm. Capers: How about weapons coming into the building?

Mr. Traina: Same thing.

Comm. Capers: Is it more at the high school level the weapons that are coming in?

Mr. Traina: Yes. Except for maybe three or four elementary schools, they're all high school related. That's where we step up our searching periodically. More important, because of social media if somebody is bringing in a weapon we find out before it comes. If they do bring a knife into a building, we will know about it. We will take the student out.

Comm. Capers: Beginning in this school year are we setting a culture throughout all of our high schools that it's the same security checkpoint that each of our high schools go through? One high school can't do something differently. That's how things get slid in. What you are setting from the district level has to go districtwide into all of our high schools. One school can't do it another way. That's how weapons are getting into the schools.

Mr. Traina: You're right. A lot of times the principal has more of a say with how they want to handle that. As far as our visitor control, we're setting that as a standard. In

some of the larger schools it takes more time. We have to vet that a little differently than some of the smaller schools. You can go to some of the smaller schools and do it every day. It's a policy that we can start with.

Comm. Capers: The principals doing it their way and that's the numbers we have. We're an accident waiting to happen with knives and weapons coming in that we don't know about. These are just what's reported and what we caught. Correct? There are probably more people that have stuff that we don't even know about. We have to be proactive and start the school year fresh and make sure everybody is doing what we're doing on a district level. All the schools are following the same model and security checkpoints. If a student transfers from one school to another, they're going through that same security checkpoint every day. I work at Campus High School in East Orange. Kids go through metal detectors every morning. It doesn't stop. It's like that districtwide. Schools in Newark do the same thing every day. It doesn't matter if it's raining, sleet, snow, sun, hot, cold, or whatever it is. We have to protect our children.

Comm. Hodges: Who is going to be doing this education?

Mr. Crespo: We have our SACs working on building the capacity of our classroom teachers as well. All the SACs can't be in every place at once. They're also building that capacity in terms of Vaping and some of the educational programs in order to be able to turnkey that. We have counselors in the schools.

Comm. Hodges: How many SACs?

Ms. Shafer: We also have the health teachers who also address it in their curriculum.

Comm. Hodges: How many SACs do we have?

Mr. Crespo: We have five.

Comm. Hodges: That's completely unrealistic if you want to do this in any meaningful fashion.

Ms. Shafer: I agree. That was all part of the cut that happened in the spring.

Comm. Hodges: I'm very concerned about the effectiveness of that given the number of SACs we have left. I don't know how many counselors you're going to be able to send.

Comm. Castillo: We don't have enough of those either.

Ms. Shafer: It's going to have to be a combination of the counselors, SACs, and the health teachers.

Comm. Hodges: Where do they find time to go teach teachers and deal with the number of kids who are being referred to them? I just don't see that as being a realistic approach.

Comm. Castillo: Though the Vapes are clearly a problem, are they nicotine-based? Have there been any findings of any other type of drug as well?

Mr. Crespo: Out of the 214 that were found, an estimated 80% was nicotine-based.

Comm. Hodges: I guess I'm looking for some other approach or solution.

Comm. Castillo: A plan.

Comm. Hodges: A plan to address this. That doesn't seem to be a workable one, not if we want to take this seriously. I don't know how many classrooms you have, but to try to get to all those teachers will be a daunting task. I don't see you accomplishing it in a year. We have too many schools, too many classrooms, and not enough people. Something else is going to have to occur.

Ms. Shafer: We'll look at our health curriculum, because every child takes health in every grade level, to make sure that it's in there so that it will be addressed. In addition, if any additional funding comes in, we do have on the list for some SACs to come back.

Mr. Crespo: It is part of the counselor's responsibility as well.

Comm. Ramirez: Are we able to get some of these chronic absenteeism specialists certified to be SACs as well? We have 17 of them. Are we able to cross-train them and get them certified to help out with that as we have gone down to only five SACs in the district?

Ms. Shafer: First you have to have a degree and then it's four courses in order to get the certification. We can check to see if anybody would be interested, but that would also be at least a one to two-year plan if we did have anyone who had a degree already.

Comm. Castillo: I think the idea is to come up with a plan or visual on how this works or how the few SACs that we have can work with the guidance counselors, the health teachers, and the administration of each building to do the work. There are not enough of them to go around compared to the number of students. But how can we deliver that message or educate students or even be part of that move in helping the students but making an entire building effort, as opposed to just being the responsibility of five SAC coordinators in the district? I know two of them go to elementary schools. What else can we do with what we don't have?

Comm. Redmon: Are we in compliance with the number of SACs that we have in the district?

Ms. Shafer: According to the code you have to have one per district. In a district this large and it being an urban center, you certainly want to have as many as you possibly can. I think we all know Paterson is what they call a heroin highway. We want to make sure not so much for intervention but for prevention.

Comm. Hodges: How will you know that the information that these SACs are imparting is effective, other than seeing some changes in the number of Vapes?

Mr. Crespo: That would be the ultimate goal, the reduction.

Comm. Hodges: Suppose there isn't a reduction, what then? They can be working their very hardest trying to put the information out there. That doesn't necessarily mean the kids are going to pay attention to it. What kind of response are you going to have? How will you check that to see that there is in fact a corresponding response to the message?

Mr. Crespo: If we are initiating the education but we don't see the numbers reducing? It's something that starts now, especially with our parent and community engagement department. Just like we say reading is for all teachers, not just for the English teacher, this type of prevention and reduction is about all teachers. It's about building the capacity of the teachers where they're able to infuse this. We did changes in the curriculum which you're approving tonight where we included social/emotional learning embedded within what we do. I think part of the education is analyzing what's happening, where it's happening, and being strategic on where to have a greater influence of SACs. While the SACs are the professionals, they are training the counselors and the health teachers, but we have to use the data and be strategic on where those numbers are the highest.

Ms. Peron: I also think that we need to increase the awareness with parents and families. This is a national epidemic and this also something that we have to work with the community. These kids are getting these Vape pens at your local bodega and stores. We've had little ones come in with a Vape pen. They don't know what it is, but they carry them. They're cute. They're little. It really is someone that we should rally the community, talk to our stakeholders, and come up with maybe a campaign on the awareness of the effects of Vaping. If you're following what's going on out there, there are teens in the hospitals and they're non-diagnosed because of the chemicals that are affecting their lungs. This is serious. It's detrimental to their body because of the chemicals that they're inhaling. We need to really get together as a community and do something so that we talk to the local stores. The city can also talk to how these kids are getting this into their hands.

Comm. Castillo: Madam Deputy was on the exact same boat I was going on. The reality is getting other stakeholders in the community involved. Kids are seeing this very frequently. They see everyone smoking a Vape pen. We have the Hookahs that are also very popular even at restaurants. Quite honestly, most people don't see it as a problem. Not that we shouldn't do our part because we absolutely have to, but we have to get the rest of the community involved because some of these kids might see it when they pass by a restaurant and see that it's okay. They're so popular that it's not viewed as a problem to many people, especially to students who see so many adults walking around down the street or at a restaurant or at home. It's going to take education, not just of the district, but of the community as a whole and bringing a lot of other stakeholders in on this conversation. It's hurting students and their health. That's the conversation that sometimes many adults may not understand themselves, how it can affect their child or themselves.

Comm. Martinez: An awareness campaign is in order here in educating folks. You have these Juuls. They look like little USB ports. They're marketed to have candy scents. Kids are bringing them thinking they're candy or a USB port. You mentioned it. I read the other day that a young man's lungs collapsed. It happens quite frequently because they don't realize the damage of doing so. An awareness campaign educating folks in the community is going to require the county, state, and municipal level. This is a full board press that we need to be doing here.

Comm. Hodges: Are they used primarily for tobacco?

Comm. Castillo: There are some that are nicotine-free. There are some that have it. There are others that have extra influences on them.

Comm. Hodges: There's an age limit for selling tobacco. Is there an age limit for the sale of Vapes? It could be reinforced by bringing it to the attention of the city.

Ms. Shafer: We've done this before with different things. We need to bring together the police, folks from the community, and the district and talk about the difference. What if some of these stores are selling them to underage kids? What's going to happen? They need to crack down on that. When they changed the law for how old you had to be to buy cigarettes, there was a campaign with posters all over the stores so everybody knew. They checked IDs. They have to do the same for this because it's out of control.

Comm. Castillo: We also have to be aware that Vape pens have an oil that you can purchase online. There are students that go on Amazon or whatever and purchase it. They have a fruity or vanilla smell to it. The problem is you can order these off Amazon. It looks like a pen. A parent might not even notice because you literally have to put it apart. It looks like a highlighter and you smoke it. They have very fruity smells. It's incense oil that goes in the pen. Most people have no idea how to catch it. They're difficult to catch in a backpack. A parent might not even know that a student has it at home. If they do, it's a very popular thing. It might be a little thicker than this. It's about educating the parent on watching what the child is doing. They're not purchasing it at stores. They're purchasing it online and it's delivered right to their homes.

Comm. Hodges: Your five SACs are not going to be able to do this. A far more comprehensive approach is going to have to be established.

Comm. Capers: What are the non-profits we're using doing about any campaign stuff? What are we doing to use them to combat this stuff? They're already here doing it.

Comm. Castillo: Madam Superintendent with her staff is going to come up with a plan that would be inclusive of the partners, non-profits, municipality, and whatever other stakeholders she believes should be on creating this plan and this campaign. Then we can move forward.

### **Transition Plan Scorecard**

Ms. Shafer: The State has come up with the scorecard for the transition to local control. Mr. Best is going to go over the scorecard. Our first submission is due in the first week in September. That will be inclusive of everything that we have done during the first year of transition. Although we're trying to open schools, we are responsible to make sure that we have all the evidence that we need to provide for the scorecard in its first submission.

Mr. Theodore Best: Good evening everyone. Most of the information that I'm going to go over you know already. We reviewed it at the Board retreat. However, for the purposes of following protocol I am going to go through some of the slides, but not all of them in detail. If you have any questions or if I'm going too fast please stop me and I'll be able to answer any questions. We all understand the historical context around local control. The vehicle to get to local control is NJQSAC by which the district scored 80 or above in the five DPR areas of operations, fiscal management, personnel, governance, and instruction and program. After the district scored 80 or above in those areas, the State Board of Education voted on May 2 to restore Paterson back to local authority based off the Commissioner's recommendation. On September 6 began the two-year transition process. On November 6 Paterson residents voted to have a Type 2 elected Board of Education. On February 14 the Board of Education selected Ms. Shafer as their first district Superintendent in over 30 years. That was a momentous occasion. In May 2019 the State appointed three technical Highly Skilled Professionals to oversee

and monitor implementation and transition plan. Those are the things that were already accomplished. Here are the next steps as we move forward. Between September and October, the Comprehensive Accountability Office will begin to compile information for their first of three reports to the New Jersey Board of Education. November 2019 will be the first report at that meeting. March 2020 will be the second report. September 2020 will be the third and hopefully final report at 24 months. At this point the Commissioner can recommend to the State Board of Education, based on how the district performed, the withdrawal of full State intervention. The following step after that, the district underneath its own authority will have its first QSAC evaluation underneath local control in October 2020. The Highly Skilled Professionals were appointed directly by the Commissioner and report to the Commissioner. We're here to provide oversight, guidance, and technical support as it relates to implementing the transition plan. If the district meets all expectations of the plan the Commissioner will recommend full State withdrawal in September 2020. The three Highly Skilled Professionals are myself, responsible for fiscal management, governance, operations, personnel; Dr. Cowen is responsible for instruction and program; and Dr. Colander is responsible for special education and student services. This is some of the information that I put in. The roles of the Highly Skilled Professionals will change throughout time based on the district needs. The primary function and district need when we first came in was around the budget as well as the development of policies and procedures for Board governance and that's what we've been focused on so far. Here are some of the additional roles that we're responsible for. The Highly Skilled Professional for special education is in charge of not just special education, but also student attendance, alternative education, guidance services, the Newcomer's program, and the Gifted & Talented program. As it relates to the Highly Skilled Professional for instruction and program, they're responsible for doing all of the following and monitoring, evaluating, and visiting schools. Dr. Cowen along with Ms. Shafer has developed the standard operating procedure on how the Highly Skilled Professional will go into schools. She'll present that at next week's Leadership Institute to all the principals. These are some of the things we've been doing so far. We've attended all of the committee weekly meetings, cabinet leadership team meetings, site visits at schools, Board committee meetings, trainings, and so forth. Some of the recommendations in progress that haven't been implemented yet – the reestablishment of an in-house legal department, consolidation and restructuring of standing Board committees, possible date changes to Board committees and workshop meetings, development of district, Board, and committee goals, development of standard operating procedures designed to replace many of the non-mandated Board actions. A lot of the Board actions coming before you aren't mandated by either statute or Board policy, but you still get them anyway. If we are to remove those from your agenda, we want to make sure there is a process in place by which the Board still knows what is happening in the district and has a chance to at least acknowledge what's going on. The Department of Education has contracted with Rutgers University Bloustein School to serve as the independent CAO. They're responsible for compiling relevant data and information to establish this annual status of the district compared to the scorecard matrix. I'll go over the scorecard in just a second. They will publish all of the information on the website through Rutgers University, the Department of Education, and the district website. All trainings and everything that we discussed to date will be available to the public including minutes of meetings. They will meet with the district to go over the scorecard and where the district has had any shortcomings they will talk and work with the district on how to improve those. Monitoring the two-year transition process – if any of the things that are in the actual transition plan aren't met, the State does have the ability at any time to decide to continue the Highly Skilled Professionals, to provide additional levels of State oversight and support, to extend the timeframe for the transition plan, and to direct the district to take any additional actions. I am happy to say that everything that I have evaluated so far as it relates to the

district's progress towards the transition plan is up to par. The district is exactly where they need to be and in some cases we're even more advanced than where we should be according to the timeline. I want to credit the administration as well as the Board, especially when it comes to Board trainings. We went over this in the Board retreat. I think it's important to highlight these are the grounds in which the State has the ability to come in and have immediate full State intervention. This means the State comes back in. They replace the district-appointed Superintendent with a new State-appointed Superintendent. They withdraw all of the authority that you have been given so far. It goes back into an advisory board capacity. If the district fails to comply with any of these following things, that is what would happen. One of the things I want to highlight is the failure of the Board to approve a balanced budget in compliance with State requirements. We came very close in the last budget cycle to not approving that budget and had the Board not voted in favor of that, then the State would have come in and regained full State intervention and replaced you as a local authorized Board. I want to commend the Board for passing that budget and understanding the future issues with the budget forecast it's important to be as involved as possible leading up to the budget so we don't have that problem again. Here's the accountability scorecard. This is what Rutgers University will be using in order to grade the district's performance in implementing the transition plan. There are five elements. The first part is the fundamental considerations. Second is governance. Third is instruction and program. Fourth is fiscal management and operations. Finally, it's personnel. In each one of the questions that are asked they have the ability to score between 1 and 4. A score of 3 or above means that the district is meeting substantial and sustained progress towards meeting that particular expectation. If it's under a 3, then that means that the district needs to improve in that area before the State will release full control back to the district. What Ms. Shafer decided to do on her leadership team was to take the accountability scorecard and assign a cabinet level person responsible for each one of the questions. They will be responsible for gathering the information, which is inclusive of all emails, agendas, standard operating procedures, notes, presentations, trainings, as well as other documentation to be prepared for the CAO office when they come in and do the evaluation. All this information has to be put together within the first week of September so that it can be presented to the accountability office so that they can do their evaluation, score the district, and have it ready of the State Board of Education meeting in November. I'm just going to leave you with a quote by our Commissioner, "Our moral imperative is to look at unintended consequences and make the correct actions for the students of New Jersey." This is something that he always likes to end with, so I figured I'd end there as well. Do you have any questions?

### **Silk City Student Center**

Ms. Shafer: At our last meeting Mr. Cozart had presented the Silk City Academy Student Center program for our students who violated Category 3 in our student code of conduct. Rather than those students being sent to out-of-school suspension, they would come to the center where they would receive counseling, support, as well as an education. The Board did have some questions and we wanted to come back with those answers. I'm going to ask David to please come up and go over the questions that the Board had. We did make some changes in the program that he will talk about and we'll go from there.

Mr. David Cozart: Good evening everyone. As Ms. Shafer stated, during our Board retreat we had an opportunity to review our initial proposal for an offsite suspension center. Based upon our discussion, we had several questions that were raised which allowed us to go back to revise our program to strengthen our support system. We're going to go through a series of questions which you already have emailed to you, a

copy of the overview of the program, as well as the manual. The first question you asked was what the name of the program is. The program initially was Silk City Academy Restorative. The name was changed because we wanted to remove any kind of stigma. The new name is Silk City Student Center. There's no more stigma as a rehab center or suspension center. It's just basically a student center. The stigma is not attached to the name. We are now servicing grades 9-12, as opposed to 6-12. Now we can have a stronger emphasis on the high school students. The question was raised how many students would be in a class. We recommended the class sizes to be between 10-15 students, which would give us a maximum of 45 students per day. You asked whether the program would begin in September. The program will begin in September mainly for the staff to receive professional development as well as to secure all the resources we need for the program. I sincerely hope that the program does not start in September for students because we hope the students are not receiving suspensions in September. The staff will be fully trained and prepared for them at least by the end of September in the event it does occur. Primary September will be used for staff development. All the professional development will be done in-house. If we have to go outside of the district, we will utilize Ms. Rosie Grant and PEF to help us with the training. Will Board members have opportunity to receive restorative practice information? Yes. Not only will you have the opportunity to receive the documentation, you were also afforded last spring to have a session with Ms. Grant regarding restorative circles. You have an opportunity to receive the actual hands-on document as well as participate in activities the students will be involved in. Comm. Capers raised a good point at the last meeting regarding how we will know the principals will not just try to "dump" kids into this program. We put measures in place where the principals would definitely have to adhere to our strict program criteria. In order for the child to get into that center the school principal must ensure to us that the child has violated a code of conduct Category 3 offense as well as making sure those offenses are attached to a serious incident report that Mr. Traina mentioned before. That will actually be one of our strategic methods of providing that we are vetting all the kids coming into the program. The application would go to, not only the onsite administrator, but also to the assistant superintendent. We have another opportunity to vet the application going through the process. It's a streamlined process because we assume if you have a 10-day suspension, by day 2 you're actually in the center. It's pretty simple. Right now, principals are required to report that to us immediately. Therefore, we would have the opportunity to review the packet itself. It's another way we can actually make sure that the kids that are supposed to be there are there. The last question was how do we know when students enter the program at the correct time and not just come and go. As the kids come in, we want to make sure that two things happen. We're able to address their academic needs as well as restore any kind of harm that may have been caused. In the meantime, we want to be very careful not to put the same kids in the same group that were just fighting at the home school. Now they have another venue to come down and fight. We want to make sure that we address the kids in an appropriate environment and only if they feel they can come together to repair the harm, then we can allow that intervention circle to come together. In order for the circle to be successful, all participants have to be willing to do so because you have the two victims coming together. All attendance is being monitored. Their home attendance will be sent back to the school so they are not considered absent from school. They won't have a suspension on their record to follow them. Are there any questions?

Ms. Shafer: The original conversation took place in the Board retreat. We know that many of the individuals here tonight from the community were not at the retreat. I just want to give you a summary of what the program is about and what the purpose is. I think you heard me talk from time to time that out-of-school suspension really doesn't help our students at all. We never get to the bottom to have discussions with them as to

why they acted a certain way. If there was a fight, they could have probably done something differently rather than engage in that fight and end up being suspended at a school. When they are suspended at a school, for the most part their options are to stay home or go outside and get into some other type of trouble. We're trying to avoid that, but we're also trying to make sure that we don't have repeat offenders. When the students go to this program there's going to be a behaviorist, counseling, Restorative Justice, as well as academics. In the past, these students received an hour of home instruction. This is both therapeutic and academic. We're hoping that students understand the behavior that they exhibited could have been done differently, and also to provide our students with some coping skills and some strategies to handle situations differently. That's why we're starting this program. It will be longer than one hour of academics, which the students were getting now with home instruction. That counseling piece right now is really important so that our students stop taking every type of adverse situation physically into their hands.

Comm. Hodges: How long do you anticipate are the periods the students will stay in the center?

Mr. Cozart: It depends upon the infraction. If the suspension was for five days, then they would be with us for a minimum of three days. If we could do it earlier, it would be fine. We cannot go beyond a five-day suspension. Sometimes you take away the two days for the paperwork to come to us. If it's a five-day suspension, that's the minimum for a Category 3. We're only technically required to have one day of home instruction for them. However, we're going to try to get as many days as possible out of that. Instead of having the one day at home receiving no instruction at all, we're able to get at least four days out of that five. If it's a ten-day suspension, they're definitely going to get a minimum of eight days.

Comm. Hodges: Is it anticipated that the behavior modification will occur in just one session? You're trying to change somebody's behavior. That won't occur overnight. It's going to take some time to do that. If you're there for five days, that might not be enough time. I'm just wondering how you determine how effective it is given that constraint.

Ms. Shafer: The students are going to be like on a round robin schedule. They will have the therapeutic sessions every day, Restorative Justice as well as group counseling and academics. The way we'll know whether or not it's working is by the number of repeat offenders. When the students go back to school there's still going to be contact with the out-of-school suspension center so that we know how the student is doing. That's also important. We don't want to wait for them to show up again. We want to make sure that they're understanding the behavior they exhibited is not what they can continue doing in school.

Comm. Hodges: In any one period of time you may have more than 45 students. How do you determine which ones get sent to the center?

Mr. Cozart: Based upon the incident itself. The event itself will determine who is there. For example, the Category 3 is our biggest category and the most dangerous. However, if we have a fight with weapons, they are going to be the first priority because the impact is more. That weapon could lead to something totally different. We're going to have more emphasis on that particular group of kids who are coming in. Hopefully, we won't have many of those groups coming in. As Ms. Shafer said, we're going to have opportunity to follow up with the kids also. The way we have it structured now, we have a liaison between Eastside and Kennedy going back to the schools with them to

follow up to ensure with the guidance counselors and someone onsite who they can recognize and say they met with them at the center, we did so-and-so, and what can we do here? The one key thing about this program regarding the therapeutic component is that the principals do not have opportunity to really sit down with the kids during the suspension phase to find out what happened. The kids go home afterwards and they come right back into the same situation. This gives us an opportunity to sit down with the kids and find out what happened and what they could have done differently. In most of the problems we did have a lot of it came from social media. I was told this happened. I was told so-and-so. The person posted so-and-so, but the individuals weren't the ones involved. It's other people around them on social media. Once the group came together, they felt like they had to fight because everybody is with them. Those are the kinds of things we want to flesh out. At the school level it's really hard to flesh that out because of what's going in the day. At our center we'd be able to do those kinds of things to follow up with the kids. Kennedy and Eastside are larger schools and they will have a liaison that goes back with them. We have constant feedback, follow-up and it gives the principal of operations an opportunity to also interact with those kids. That would be the follow-up. Hopefully we will decrease the number of times that they actually return or get suspended at school period. The difference is that the severity of the suspension will dictate who is coming in and what time period. We don't want to have a situation where we're bringing everybody together and have a fight at the school turn into a bigger mayhem at the center because we brought all these people in from different factions that should not have been together at the same time. It's a lot of communication involved.

Comm. Capers: I think this is still in the planning stages. I thought we were going to have another discussion at our next retreat. This is still not making sense to me. At one point in time there could be up to 45 students. The staff is really key. How much staff is really going to be overseeing this program? If one staff that we trained is absent, we said in the last retreat that there was going to be a substitute to replace them. Are these substitutes going to be trained in this curriculum of Restorative Justice? That's still not clear to me. You're saying the professional development will be done by Paterson Public Schools staff. What staff? Is it going to be the Superintendent? We're already short as it is. We're way behind in a lot of other trainings. What staff is going to do it? You did bring out my point about the three infractions about the principals. I still state this has to be in policy form. There has to be a policy that this program has to follow. Principals and staff have to follow these same kids to the schools. There has to be policy written and the Board hasn't seen a policy to come across this desk. We had a large discussion about the academic portion. If kids are going to be staying 10 days that means they're 10 days behind in their regular class because the class is still moving forward. If a kid is missing geometry or whatever class, they're going to keep moving forward. How's that student going to catch up when they return into the classroom? That's still hasn't been addressed. I just have a couple of questions, but feel free to jump in on the concerns I just brought up.

Mr. Cozart: We had opportunity to discuss this on Monday during the I&P at the committee meeting. We also discussed a little bit of the program. You already have the updated PowerPoint information which addresses some of your concerns regarding the entry component. It's not in policy, but you have the procedures that are coming through in the PowerPoint. It's not a policy.

Comm. Capers: We have to follow policy. The policy says this student belongs here and has to receive this and this. It has to be in policy format in this district. We have to follow laws. That's what policy is. That's what we have to make.

Ms. Shafer: I was just notified by Cheryl that tomorrow she is sending a policy to the Board for updates, as well as to David so that we can update the policy and get it to the committee based on the program.

Comm. Capers: Thank you. How about the staff size? That still doesn't make sense to me. If we add 45 students in January or February, what would this look like? If the staff gets sick, what does it look like? I know we said we'll probably put substitutes in there. Are they going to have that same training?

Mr. Cozart: First of all, we have an administrator who has already been trained. That administrator is also onsite two days a week. They will also go through the process with training all of the staff members in the program. They are also sitting in on the Restorative Justice sessions. That administrator who is going to be onsite for two days a week will be doing that component. Every substitute who comes in will also have opportunity to go through some of the same training. We're hoping that the administrator can actually secure a group of substitutes who want to come on a regular basis to receive the training also.

Comm. Capers: Going into this we're going to select a group of substitutes from Insight that we use to be a part of this program. That's going to be their site that they go to. Is that what we're doing?

Comm. Redmon: I got the impression when we were in the retreat that it was a work in progress. It wasn't set in stone. The first time we talked about this at the retreat we did give Ms. Shafer some directive to go back and bring it back to the I&P committee. We know this is not fully developed yet, but we wanted to make sure that it was updated to the Board prior to us starting school. That's my understanding.

Comm. Castillo: I just want to make sure we're all on the same page. I think some of us have fallen off this boat a little bit. We had this conversation at the retreat. The agreement was that all of our questions would be answered and would come back to workshop. It's not something that was intended to be ready for September 1. We did want to give the directive to get us the information. Now that this information is here, we can either continue to ask more questions to elaborate, or see if we want to scratch the program or continue to move forward. I think that this is where we are. I see a lot of confused faces. I just want to make sure we know where we are here. I don't think anyone is saying this is the absolute final product and it's ready to go. This is just intended to answer some of the questions that we had during the last retreat. Now we're here with those and if we have more questions, we're here to discuss them and have that conversation. It will be back to the next Board meeting. I don't think there's necessarily a timeline of September 1, but I also think it's a good idea that needs to be molded a little more. We don't want to drag it on until December or January if some of our students can benefit from it now. If we can just ask questions and stay in order, then we can see if this is something that we can start moving forward with quicker than starting for this school year.

Comm. Capers: This is all on this paper. I'm not making up new questions.

Comm. Castillo: I wanted to clarify because there were a lot of confused faces. I just wanted to make sure everyone was on the same page. I know some of us thought it wasn't coming to this Board. I just wanted to clarify this is just a part two of the questions.

Comm. Olivares: Correct me if I'm wrong. The program has an instructional portion to it. The purpose of that is to make sure that the kid keeps up with the work that's being done in the classroom. He addressed something and then that kind of confused me. Once the student goes through the program does the program contemplate keeping that teacher from the school where the student came from in the loop about the undesirable behavior exhibited by the student? Is the teacher going to get some feedback as to the result of that student going through the program?

Mr. Cozart: Yes. It may not be the teacher, but it will be the principal or the teacher coordinator, whoever was the one who addressed the initial incident. When they come into the program, there's a plan the students have to go through to identify what target behaviors we will address. When they exit that packet goes back to the school. I have plans for Eastside and Kennedy to have representatives to go back with the kids to make sure that plan was implemented that was going back to the school with them. The principal of operations for Kennedy and Eastside who primarily has oversight of discipline would actually be able to sit down with the kids and the liaison to say how did David do this month and what's David doing now. They track David's progress from the time he went to the center to the time he came back. They would have opportunity to see that person again at Eastside and Kennedy. David will have the opportunity to see this other person who sat down with him at the center to address their behavior and have opportunity to speak to that person too. In theory, that person will have access to two guidance counselors for their benefit to address their behavior. The behaviorist is also part of this plan. They will provide support as well as recommendations that can be followed by the home school guidance counselor and case manager. There is going to be some follow-up.

Ms. Shafer: Let me also add there is an application and intake process. There will be feedback at an exit conference as to how the student did during that period of time. That will all go back to the school.

Comm. Hodges: What is the recidivism rate currently for...?

Mr. Cozart: I have no idea. No one has actually followed that data to find out how many kids are being suspended over the same infractions. We've never had that component. Now we have an opportunity to investigate that component and get a number to it. This will be a baseline year if we decide to do it. Initially we don't have the data to say Johnny was suspended for this infraction each and every time. We have suspensions, but we don't know why he was suspended every single time. We don't track those suspensions. Now we should be able to.

Comm. Hodges: Okay.

Comm. Rondon: When the student goes through the program they go back and have somebody follow up with them making sure they're on track. Are they going to meet with them certain times of the week? Is it after school?

Mr. Cozart: It will be during school hours and it also depends upon the principal of operations.

Comm. Rondon: Will they have to fill out a report weekly? How often will they meet with that student to find out?

Mr. Cozart: That all depends upon how the student's progress was at the center and what happens. It will vary. It could be weekly. It could be biweekly. It all depends

upon what check-in points the principal of operations along with the guidance counselor recommends.

Comm. Castillo: I think for us to better visualize, what is the procedure for students now? Once there's a certain act committed, they're suspended. They get one hour of home instruction. What happens when they go back to school? Just give me that because I'm trying to compare it. I think we have to reel it back in. We have to figure out what we have and what we are trying to achieve. At the end of the day, our alternative is doing nothing, which is what we've been doing now. Clearly, the Superintendent's goal has been to do something to help these students that have been suspended. Most of them were suspended because they did something that they probably shouldn't have and they might not do it again. The ones that have are repeat offenders because maybe no one has had a conversation with them. It's been the Superintendents' goal to do something with these students that are being suspended so that they're not just going home watching Netflix, playing video games, or getting into trouble. This is an alternative to what hasn't been happening. We want to do something. How can we better this idea? It might be me, but I feel like we're going back just finding all the issues with this new idea versus trying to find things that we can add to it. The alternative of not doing this is doing nothing. How do we make this work together and what else can we add on? Start with the initiative instead of going backwards.

Mr. Cozart: What we have now is that when a child commits an offense, they meet either with the principal of operations, the vice principal, or teacher coordinator to discuss what happened. That's the first conference they have. At that conference it will be determined whether or not the child receives a suspension. If it's a Category 3 suspension, they have between five to ten days of suspension. If they're given a suspension that goes beyond five days, they're required to have home instruction for one hour. If they're special needs students they get two hours. On a five-day suspension you get one day of home instruction. When they come back from school they go back to class. There's no intake process. There's no sitting down. They come back. The parent lets them back in and they're back to school. If you have a 10-day suspension, you will receive five days of home instruction, one hour per day if you're a regular student and two hours a day for special needs. When you come back from the suspension, you go back to the schedule and back to class. There's no opportunity to sit down and have another meeting because the meeting would take place initially when you receive the suspension. That's when we have the parent conference and the parent notification. Everything happens on the front end. When you're out for suspension you're basically told not to come back to the school area during the suspension. If they do come back to the school area during the suspension they will have the opportunity to get suspended again because now they're trespassing and may be arrested. They weren't receiving any kind of instruction, intervention, or support after the initial meeting. There was no follow up meeting to that process. Now we have an opportunity to sit down with those students to figure out what happened and why and increase the opportunity to academics. The academics are not new. The academic instruction is coming from the classroom teacher. Some schools may be using Google classroom. You're getting the work from the teacher. No one is giving you extra work. You're getting work from your classroom teacher. The work will be meaningful for you. It will be counting towards your grades because it's coming from your teacher. The teacher at the center cannot create new assignments for all subject areas. They're just helping you with the work that you're provided. The main purpose is to find out why you made the decision you made and what can be done differently. At the same time, we want to make sure you're safe. We don't want you outside walking around the school

and down the street causing more problems or going to visit another school. If you go back to your home school, you're going to get arrested for trespassing.

Comm. Castillo: I know you said this, but we need to get it. The initiative would be if a student gets suspended on a Category 3, whether it's 3 days or 10 days, we know it will take about one to two days for the paperwork. We will fix that up. That's a different conversation we will have. The student is at the center where they will be getting the instruction that their teacher has provided for them. They will also be getting Restorative Justice and group counseling all the days they're there. I know there is a format that gives them the opportunity to get that work done plus trying to figure out how we got here and how we can avoid getting here again.

Mr. Cozart: Correct. It gives an opportunity for the students to tell their side of the story multiple times to figure out what happened and why. At the school level we don't have an opportunity. We do it for the initial offense and we don't have an opportunity to really go back and say why.

Comm. Castillo: Now once they leave, they're done. The guidance counselors at the center will be able to receive updates from the teacher, supervisor, or principal to see how they student is doing. I'm sure this counselor can also refer the student to their school counselor as well.

Mr. Cozart: And/or other services if need be.

Comm. Castillo: It will also allow us to keep the data if the program is working and if the students are benefitting from it. It's not data that we've kept. We just know students are getting suspended. That number we have. This data will now allow us to see if these services that we are providing are helping the students. Am I correct?

Mr. Cozart: Correct.

Comm. Castillo: I'm just trying to make sure I'm following along.

Ms. Shafer: Just to summarize, the students will get at a minimum double the amount of academics that they're getting now on home instruction. They will get it sooner because they have to wait until the fifth day when they're on home instruction. They will also be getting the counseling and therapeutic component that they're not getting now.

Comm. Redmon: What is the timeline? I know that we won't have students for September 1. What is the timeline for implementing this program?

Ms. Shafer: We're looking to do all the professional development when school opens. We're hoping by September 15 we don't have a large influx of suspensions. We should be ready to open between September 15-22 with everything in place that we need and the training for the teachers as well as the substitutes.

Comm. Redmon: September 15 is a realistic date.

Comm. Capers: Are the kids still on half-day schedules?

Mr. Cozart: Yes, 1:00 dismissal.

Comm. Capers: Did we look at the violence and vandalism numbers when we created this? We were at 66 and we went to 85 in total for the entire school year. We're looking

at the total number of this program at 48. How did we get to 85? Did we look at that? When does this number spike in the school year?

Comm. Redmon: For the original question that you're asking, I don't think they would have had the data for that.

Comm. Capers: We need the data. It's important.

Comm. Redmon: I understand what you're saying, but they would not have had the data at that particular time because we were only looking at out-of-school suspensions. We weren't looking at the problems that were causing the suspensions. This was an alternative route that the Superintendent brought to us.

Comm. Capers: I'm not disputing the program. I think it's really needed. We just want to roll it out the right way. The number of offenses we're trending on is 85 and these are all level 3 offenses. Correct? I'm a SAC coordinator. I know this. At any point in time the school is going to be full. If we're looking at the data the district just gave us in the last three years, we're going to be over that 48 number. This past year we were just at 85, which was the lowest. I want those numbers to continue to decrease, but we have to almost decrease to 50. If we're at capacity, what are we going to do with those other kids?

Mr. Cozart: Again, it all depends upon the level of offense. When you look at the data you just mentioned, some of those things, such as the vandalism, didn't happen during school hours. Those activities are also included in that violence and vandalism component. Some things happened during school hours and some after school.

Comm. Capers: But the kids still get written up. It requires a level 3 infraction.

Mr. Cozart: Those things were found out after the fact.

Comm. Capers: You're telling me any level 3 offense will go to Silk City Academy.

Mr. Cozart: Correct. They have to opportunity to go through. They go through the vetting process to determine whether or not you are eligible. For example, we have students who are fighting versus someone who is tagging the bathroom. The bathroom one may not receive a 10-day suspension. It's depending on what you write that may cause it.

Comm. Capers: They will probably get a three-day suspension. Where would they go?

Mr. Cozart: They're not required to come to us.

Comm. Capers: They're going to be in out-of-school suspension.

Mr. Cozart: They could be, yes.

Comm. Redmon: I'm going to intervene because a lot of the questions you're presenting were presented in the I&P committee meeting. Because we have the new devices here, your I&P minutes are uploaded. A lot of the questions you're asking might be in front of you.

Comm. Capers: I was away on vacation. He's here now answering the questions.

Comm. Redmon: It's not fair that we're going back and forth when the information was presented to us. We do have other things that are on the agenda.

Comm. Capers: Okay. If you want to go with it, go with it.

Comm. Hodges: I have a problem with that. We weren't part of those discussions. You may have been part of those discussions, but...

Comm. Castillo: Can we just take one minute and then we can have this conversation. We're not going to have an argument.

Comm. Hodges: Part of having a workshop is to have that discussion. We may not have participated in the committee report so we might not have gotten and read the information because of whatever reason. I didn't read it. The opportunity to have a discussion and to bounce your ideas off is what the workshop is for. I'm concerned about stopping someone from asking questions at a workshop meeting. Somebody else may have discussed it someplace else and we didn't get a chance to participate in that. That's a problem for me.

Comm. Castillo: Though I completely agree, this is not the last discussion that we're going to have on this. We do want to be mindful that we do have more presentations. It will come back to I&P. This was just the idea of him answering questions and us having the ability to say this makes sense and we may want to continue going. He still would have to come back to give us more information. It's going to back to I&P as well because we would take all of these questions and have them answered. This meeting is to have a full discussion, but we do want to be mindful of the other presentation that we have. If there are further questions, I don't ever want to stop you from asking them. Let's move on to the next presentation just because we have presenters. We can bring back the subject and email questions as well. The minutes will be available for all of you. I understand this meeting might be a little funky because we all just got our Chromebooks, but in the future we're trying to fix that program so that all minutes will be available way ahead of the meeting. We will have the information of what occurred at every committee so that we are well informed before we come to the workshop. I do ask that you indulge us today on trying to move this meeting forward because we do have a lot to discuss. I'm not asking anyone to stop asking questions. If you have one more question, go ahead. We can continue this conversation.

Comm. Capers: Where do we go from here? Madam Superintendent said the school is going to open September 15. That's 30 days away. When are we going to have the next discussion on this? We're about 30 days away from opening up.

Ms. Shafer: That's nothing written in stone. I said that once we get professional development, we would be able to open then. If there are more questions and the Board is not comfortable, please send me the questions, we'll get the answers, we'll schedule another time for us to get together, and we will have another discussion around it. If we have to push the open date to another time, then that's what we will do. Maybe the Board will decide you don't want to move in this direction. If you have questions, get them to us and we will make sure that we have answers and have another discussion.

Comm. Castillo: I know we've been trying to catch up with all the questions, but we can bring it back to I&P and then to workshop. Hopefully we will be able to get some of the questions that were asked and even more. We're not going to fix the whole thing in one day. It wasn't meant to be fixed in one day. The Superintendent wanted to do

professional development if we like the program. The next idea is to continue to have another conversation once a lot of these questions have been answered.

Comm. Hodges: The problem with giving you questions is that there's no chance to address the follow-up questions. I may have a question and then have a follow-up question, but I can't give you that because I don't know what the answer is going to be. That's the fallacy with that.

Comm. Castillo: If you have an I&P meeting on Monday, on the following Wednesday your questions will be answered in those committee minutes. When you meet again, if the answer didn't suffice, you always have a follow-up answer. It's just trying to be mindful of everyone's time as well. It's trying to multitask. It's about 8:30. We have one more presentation. We have about 120 items in I&P that we have to discuss. It's trying to do the best of both scenarios, which I know is a little complicated. That's why we've done it in parts. This is part two. We can have a part three, four, and five if necessary. We just have to be mindful of everyone's time. A lot of these questions I know we've been going a little bit in circles. Maybe it would be beneficial for us to list all these questions with the answers and email it to the Board. I know some of these questions were asked at the retreat and today. Maybe if we have some of those frequently asked questions on a sheet and send them out, maybe everyone can take a minute to read them. Then if they have anything else, they can formulate it from then. We've been repeating questions.

Comm. Hodges: I suggest that you go into public comments now and then go back.

Comm. Castillo: If everyone is okay, we can go into public comments. Then we will come back to that last presentation. Then we can go into the items. Madam Superintendent will send out that questionnaire of frequently asked questions. Board members who have further questions will be sent to Mr. Cozart, Mr. Crespo, and Cheryl so it can be discussed in our next I&P meeting which will be done in plenty of time for everyone to receive the minutes and have the ability to read through them so we can ask more questions at the next workshop.

## **PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING**

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

Ms. Erica Santiago-Escarfuleri: Good evening. My name is Erica Santiago-Escarfuleri. I am the mother of a soon-to-be tenth grade student at HARP Academy. I'm actually here to say that we had a great year last year and I look forward to an even better year this year. I hope you're not tired of seeing me yet. Over the time that I've come on this microphone you know I come here with constructive criticism. It's not to downgrade anybody but to help in all types of situations. One thing that has come to my attention this past summer was a student from Rosa Parks. He came to me and spoke to me about the situation at lunch. When he's at lunch with his groups of friends, these are all students that are mixed. They're not all just special needs students. They're also neuro-typical children as well. They're having an issue with the noise level in the cafeteria. We all know about high school kids. We were all there. Some tend to be a little louder than others. We have lively students and those that are a little more shy and timid. I think that at Rosa Parks they should do something the way they did when I went to Kennedy. You had the option of having lunch at the cafeteria or you could take

your lunch and go to the school library. As to my knowledge, this student attempted to do this. He attempted to not go to lunch and just go to the library, but he was told when he got to the library that his card was expired so he could not stay. He had to speak to someone by the name of Mr. Ramos. I'm not sure if he's a teacher or a guidance counselor. He approached that person and he never got back to him on where he could get another library card or if he had to come back to fill one out. I think that's something that the principal needs to address. If these kids are not comfortable in the cafeteria, then they should be given another space where they can be comfortable in the school. It is also my understanding that the library is split between the actual library and the self-contained classroom. If it's a noise issue where the kids in the library are becoming a distraction to the kids who are receiving instruction then, not to try to be a smart aleck, but maybe a thicker wall needs to be built or those kids need to be moved to a proper classroom where they would not distract the kids in the library. It's something that come September it should be brought to the attention of all the students during homeroom. It should be said and reiterated that whoever is not comfortable in the cafeteria, whether it be a sensory issue or an environmental issue, they can go safely somewhere else. We don't want these kids to go to school and feel uncomfortable because we all know what happens when you're not comfortable somewhere. You're going to go where you want to be comfortable and that might not always be the safest environment. Thank you for your time. Have a good evening.

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

Ms. Shafer: I'm just going to Ms. Warren, who is over Rosa Parks, to speak with Erica so we can get more information about the student and then speak with the principal.

### **School District Accomplishments**

Ms. Shafer: All of you should have the 2018-2019 accomplishments. This is part of our transition plan. You can go through them all, but I'm not going to go through each one. I'm just going to highlight a few. Under curriculum and instruction, we have a cohesive aligned curriculum in pre-k through grade 12. Our curriculum also provides supports for our subgroups. We have continuity and systematic planning with high school science. We've done a lot of work in the area of science. We rolled out a new math instructional model. We have ongoing professional development around the Amistad Holocaust mandates. We increased this year our advanced placement dual enrollment classes. We adopted a textbook for high school math and k-5 reading program. We implemented this year the student-based report card for grades K-2. We increased the failing grade from 60% to 63%. We have standard grading weights for all classroom assignments. We were awarded the VH-1 Music Grant. We participated in the Student-to-Science program, which is a laboratory experience. We cohosted the High School Science Symposium at Ramapo College. We instituted a campaign about chronic absenteeism. We instituted our Junior Safety Patrol. We had our first International Baccalaureate graduating class. We were recipients of the P-Tech Grant. The IB program at International earned a College Board award for female diversity. We were recognized as a Renaissance District by Arts Ed NJ. We implemented the Aleks intervention math program at the high school level. We had an all-out reading campaign for k-5. We participated with the Paterson Education Fund 50-Book Club. We had 2,165 students read more than 50 books. In 2017-2018 we had 309 high school students enrolled in advanced placement and this year we had 720, a little more than double the number.

Comm. Hodges: How many achieved a three or four?

Ms. Shafer: We don't have that yet. It's embargoed. 100% of the seniors at Great Falls graduated over the past two years. We had students attend the Ramapo Upward Bound Program. We also had STEM students involved in environmental field studies class. They participated in a video conference with scientists at the Antarctica. After 27 years we are entering into our second year of transitioning to local control. We amended our promotion policy by using multiple measures. Our Board of Education members completed their professional development for the year. We are at an all-time low of vacancies when we opened in September to single digits. We're in a partnership with William Paterson where we have two federal grants, Leaders as Learners and also Turnaround Partnership with William Paterson. We're working with the New Jersey School Development Authority for the new middle school on Union Avenue. We transitioned to a new health benefits program with Horizon. We had 4,667 classroom observations for the year and 7,218 classroom visitations. We developed a budget calendar that was inclusive of the community and we're in the second year of the ESIP energy savings program. Our special education IEP compliance is at an all-time high of 92%. The Saturday speech academy continues to provide speech services. We had 11,622 hours completed. We had over 340 staff members attend phase one of mental health first aid. It's all about our youth and trauma that they are confronted with on a daily basis. Our STARS students have been working with the Passaic County Workforce Development Center. Some of them work at Marshall's at the mall and we also have some of them working right here in central office. They're doing a great job. STARS Academy also participated in the Special Olympics. We hired chronic absenteeism specialists. This was the first year that we had them. We are putting together an HIB resource guide for all of the principals as well as training that will take place for parents and teachers. We received since last September a \$2.5 million federal grant bringing our Full-Service Community Schools to seven. In Family and Community Engagement we had districtwide Parent University events, financial planning classes, as well as job training. In food service we did a pilot with the new halal menu and we're going to be expanding that program to School No. 9, Dr. Hani Awadallah, and School No. 19 beginning this September. In the areas of technology, we have a Board-approved coding curriculum launched in grades k-8. We have our online student safety monitoring system which is Go Guardian. If students are looking into websites that could be serious for them such as how to commit suicide or how to cause themselves harm, we automatically get an alert. We have made home visits. We have the police work with us to make mental health visits to the home. We developed our next five-year strategic plan. We added preschool classrooms at School No. 25. In the area of preschool and language development, 90% of our exiting four-year-olds met or exceeded expectations. In literacy 97% of the exiting four-year-olds met or exceeded expectations. In the area of communications, we produced more in-house videos last year than ever before for a total of 21. To date, we had 70 press releases during the 2018-2019 school year. We've increased our social media Facebook likes. They're up 1,028. In 2018 we had 6,322. We went up to 7,350. We had 1,800 viewers on the 21 videos that we did last year. We have a partnership with the Paterson Police Department. There was an anti-violence summer camp for our students in South Paterson. There was an anti-violence teen summit after-school program at 60 Temple Street. We had a Saturday anti-violence program at International High School. You'll see on the Board agenda this evening an anti-violence outreach program for Great Falls Academy. We also had an anti-violence autism outreach program at STARS Academy. The police actually provided some funds for STARS Academy to have their carnival. Last year we brought in a total of \$8.8 million in grants. That's just a snapshot. There are many more that you can take a look at. I certainly want to thank all of our partners, the Board and all our administrators and cabinet because this doesn't happen with just

a couple of people. It really takes everyone. It takes the Board approving a lot of these programs that we put in place and saw success. There's also the implementation at the building level with our principals and teachers. Thank you everyone for helping us move the district in the right direction.

Comm. Capers: Thank you for that. These are great accomplishments. It's very progressive. I think our kids and staff is benefiting from this a great deal. I have a question on the rollout of the one-to-one. I know we had a bunch of budget cuts this year. I know the plan was to roll it out in the high school first. Are we fully one-to-one in all of our high schools?

Ms. Shafer: Yes. Our high schools are fully one-to-one. We are working on a plan so that the high school students are able to take them home this year. We're looking at that. I know Chris Lewis has been working with Susie and also with the Board technology committee with that information so we can figure out how we're going to do that. We're also looking to roll out this year to the middle school.

Comm. Capers: We are going to roll out middle schools?

Ms. Shafer: Yes. Right now we're upgrading the technology service. We don't want to roll them out at the middle schools until all of that is done. We're waiting for the E-Rate funds to come in to do that.

Comm. Capers: The rollout will be for middle schools. Once it's rolled out, it will be in the classroom. They don't take them home yet.

Ms. Shafer: Right. It's a year that you have it in the classroom and then the second year. Once we have all the information and the Board approves how we're going to allow the students to take them home, what is going to be the responsibility of the students and the parents, then next year we'll do the same thing with the middle schools.

Comm. Capers: Thumbs up to you and your team. Before I went on vacation, I went to the State Amistad Commission team. Paterson is number one ahead of the game in front of all districts in terms of fully implementing the Amistad and Holocaust. The Commissioner of Education was there. He did acknowledge that and there were some other directors that did acknowledge that the Paterson district is taking every step to fully implemented it and we're ahead of a lot of districts. Kudos to you and your team!

Ms. Shafer: Thank you for sharing that.

Comm. Hodges: Congratulations on all these accomplishments. However, I want to see a translation into student progress educationally. That's where I'm seeing a shortfall. I hope this has been handed to the press so they can be fully apprised of all these things because they certainly write other things.

Ms. Shafer: I'm going to ask you if you would give them a call and put in a good word.

Comm. Hodges: I've done that. What I don't see here is a lot of student-generated activity, programs where students are getting involved in hands-on work and that kind of thing, which will enhance their educational experience by giving them a working relationship with the activities that they learn in school. We do not spend enough time creating internships and work experience that correlate with learning or having clubs and those other things where students are actually doing work in the school. That

would help us tremendously. Certainly I'm waiting for test scores to come back to see whether or not any of this stuff means anything as far as the State is concerned. It means something to us, but if it doesn't really translate into test score performance then it does raise some questions about what we're actually accomplishing. I'm hoping to see that benefit be the result of all this. We have a TV studio. What programs are being generated by the students? I know that there was some disappointment around the instruments. However, they're still moving forward with that. I received a call three days ago that they were still looking into that program and trying to find ways to bring that money back. The bottom line is we need to do a lot more in terms of having hands-on experiences for our students.

Ms. Shafer: I couldn't agree more, especially when it comes to interns and really giving kids practical experience. I'll tell you if you saw the STARS students who are working not only at the mall but here too, it really provides them with a whole different experience that they would never have before. Unfortunately, it costs money and funding for that is coming from the Workforce. We need staff to arrange those internships and monitor the kids who go out. We have not been able to get those positions in the budget, but it is certainly something that we need to do because our kids are missing out on that.

Comm. Hodges: Part of that is our mindset that we've not really established here. There are other districts. Tech does that on a regular basis. They go ahead and make those opportunities available as part of their regular courses. I think that we need to change that. In future contracts we need to build time on the part of teachers so that they can be advisors for these after-school programs. You have enough time now to create flex opportunities for teachers. You can keep them for an hour twice a week. The mindset hasn't been there and I think that's what we have to start working on, trying to create those opportunities for students so that they can stay in school and do hands-on things such as Maker Spaces so these kids can benefit educationally.

Comm. Castillo: I don't know if you want to give us a little insight into that training of teachers and staff to give the opportunity to the high schools. This started about three years ago. We only had about four teachers that were trained. Mr. Crespo, I don't know if you want to go into it.

Mr. Crespo: A couple of years ago we started, just like you're talking about here, what kinds of hands-on experiences are they getting, are they going into the workplace, are they getting excited about the curriculum and transitioning that into real world activities. As part of the investigation, we needed teachers that had structured learning experience certification. We didn't have that. We made a conscious effort. We budgeted for it. Now we're up to 25 teachers that have the SLE certification training. Now that allows our students to go out to have paid or unpaid internships, job shadowing, and go out in the field and have that be a credit-bearing experience. Our plan for the future is now we have the staff in place that we can implement this and now it's making the connections with their pathways and their interests.

Comm. Castillo: This is one of the things that Mr. Crespo and Ms. Peron have been working on for the last three years. There's no reason to reinvent the wheel. I know we had the conversation with Tech and what it is that they do. We were able to find out the process. There's a lot of other trainings and supports available on what the process is to afford our students that opportunity. It does require a lot of training and staff. I commend and thank the staff that went out and took that extra training to do this. The I&P committee is going to have that as one of its goals, creating what that plan would look like, which goes hand-in-hand with the district goal of taking a look at our high

schools and restructuring a few things. Hopefully all of this would start working together. Not only will our students be given better opportunities in the classroom, as well as the opportunity to go out and work. It worked for me. I did it. Obviously, it's a model that continues to go. Not only will it offer students opportunities to work in the field that they're interested in, it will also allow students to be more involved and come to school because they get the opportunity to work and make money in many occasions. This puts them in the right direction for college because it's something that you want to continue to grow and expand on.

Comm. Hodges: We have a television studio that's not being used and 29,000 students who don't put any programming on our channels. Our channels are just sitting there and the opportunity to do that just goes unfulfilled. You're starting coding. These are other areas where you can spend time with kids after school and helping to develop their expertise. There are a lot of other areas where this could be done. Other than the teacher time, it doesn't require a lot of additional money. It just takes the mindset that we're going to do that and try to foster those experiences. We have not had that by and large. Chess clubs or language clubs - these are not very expensive programs. You can buy a chess board for two or three dollars. I think you have to push the idea. There are lots of teachers who may be more than willing, given the financial constraints, to do that and given the fact that we can give them flex time. We have to push the idea and that's where we're falling down. We're not looking at our kids and saying we want to create those opportunities for them. We need to have some sort of plan to push that kind of activity amongst our students.

Comm. Castillo: I think we have taken the first step. We're working on reviewing the high schools. It takes more than that, but I think we're finally shifting those ideas into the same direction as a unit. We made it part of our district goals, Board goals, and committee goals. We will be able to add in everyone's input and idea and shape starting with high schools and working our way down. We also want to give our eighth, seventh, and sixth graders those opportunities and prepare them for that. We're working with all of our students, but I think this initiative that we're taking with the high schools is going to get that ball rolling.

Mr. Crespo: Our five-year curriculum plan highlights electives for middle school and elementary school students in line to open up their minds to some of these different experiences as well.

Comm. Capers: Just to reiterate, I'm all for the internships and I like what we have going. Dr. Hodges and I went up to Tech for a tour about a year ago with the technology committee at that time. We saw in-district internships. That's what we need to start doing. I didn't see after-school programs in our schools. Can we get a list of going into this school year of who has what? Are the basic homework clubs being mirrored through all the after-school programs? How can we get more after-school programs at the schools that need it the most? I thought the School No. 9 project with the SDA was supposed to be done before school opening. From the looks of it, it's going to take another two years. I know the SDA is gone. Where are we with this?

Ms. Shafer: I don't think it's going to take another two. Once they took the outside off where the problem was there were some infrastructure issues underneath that they had to take care of. They're behind, but I'll find out from Neill how far behind they are.

Comm. Capers: Can we get an update of when the project is going to be completed?

Ms. Shafer: Yes.

Comm. Castillo: Ms. Peron, can you just forward the after school information so Comm. Capers can have that information one more time?

Ms. Peron: It's a binder. I do have an electronic file. I will have those binders ready for the Board. Everything that we give out in retreats, PowerPoints, reports, all of that, I put bookcases in the boardroom so that we can always have those references here for you should you need to go to it. I'm also going to send it to you electronically. Every school had specifically outlined if they had an after-school program, the kinds of programs that they were, and partnerships that they had. We went through every single elementary school and this feedback was given to us by the principals themselves.

Comm. Capers: Are we doing anything from the district end? When we get these math scores do we say we need to do this as an after-school program? I know cooking clubs are good, but there are certain things that other kids need, such as more intervention with homework clubs and all that stuff.

Ms. Peron: We have been in conversation and discussions around a different strategy for intervention and enrichment as well. Kids do learn through enrichment activities. Academic services was taking a look at the effectiveness of summer school this year, what happened, how it turned out in terms of ELA and math. We're looking to see if it was effective or not. A lot of money does go into summer school. We can revert that money and revamp it into after-school programs. We did have after-school programs last year and they were the prerogative of the principal. Each principal did a needs assessment and chose the areas that they wanted to work on and developed an after-school program. Not all schools chose that. A lot of schools did and you will have that in the school review as well. We used Title money around that. We are in discussion again to take a look at the data and the effectiveness of those programs. I, like you, think that clubs and after-school activities in terms of homework help, enrichment for kids, chess, art, music, coding, all of those different types of activities would be beneficial to students. Parents would enjoy it because they're always looking to have before and after care. That is a problem here in the city because parents work. We are taking a look at all of that. We're bringing everything to I&P before, just the initial thought process, so that we can have your input. As we formalize those discussions then we will make the presentations to the Board.

Comm. Hodges: I don't know whether to have this discussion here or in the policy portion. We had a big discussion about what kinds of services we provide to students as we looked at increasing the failing grade from 63 to 67 or holding back as was the administration's request. What kinds of supports are needed? Teaching study skills and notetaking are support systems that I would have thought. How extensive is that across the board? Are those things being taught? The reading program is another type of support that you're providing to students. It would seem to me that those would be indications that you are providing a support that would help address any difficulties students had with trying to cope with the increased standard requirements. In addition to that, after-school programs which in the past have not been very successful because they've been properly attended in the places where they've been most needed. Unless we find some other way to compel students to go, I don't know how that would be helpful. I don't know what we would do to make that more effective.

Ms. Peron: That's why we want to talk about after-school programs and we want to do something different. We don't want kids to think that they're coming or staying longer to do what they do during the day. We want to make it exciting for them. We have to go away from the mindset of it being basic skills and remediation and intervention. We

have to infiltrate a growth mindset. We have to teach them different ways. We have to display instruction and teaching and learning as something that's fun to do and something that you want to do. When we did the project-based learning Saturday program, we had a lot of excitement during that time. We did have a lot of participation. The Saturday program was something that we did one year and then we went away from the next year because of different other reasons. Those are the types of things that we have to look for. You learn through many experiences – through Maker Space opportunities, through sitting at a computer, going through a project-based entire curriculum, or chapter, a culminating activity. All those skills are embedded into that. We have to find a way to bring back that fun in learning. We want to look at different clubs. We want to call it a club instead of an after-school program for homework or math. We want to do it so that we service the kids, benefit the parents, and have the resources that we need so that when we develop these programs we don't shortchange anyone. We do have to think out of the box and we have to look at it in terms of 21<sup>st</sup> Century learning. Our kids have to learn by talking, discussing, thinking, and problem-solving. We have to present it that way and not just a ditto. We have to be able to give them the different resources. We're looking at that through academic services in different ways. We did pilot Genius Hour in different schools and we're collecting the data from that. Genius Hour did just that. They presented lessons through 21<sup>st</sup> Century skills and different tools and we're taking a look at how we can expand that throughout the district. Those are different ways we're trying to make it lucrative for both parents and students. You're right, Dr. Hodges, our kids begin to go to after school and maybe after a month or a couple of weeks the enrollment dwindles and we can't get them back. We really have to think out of the box and try to encourage them and do something different.

Comm. Hodges: I know that there is a cost, but Maker Space programs have been very effective across the country in terms of generating that kind of activity.

Ms. Peron: We have a Board action for Maker Spaces for the schools that were part of the River Story this year. Those schools are receiving the Maker Spaces materials. There's a Board action for about \$34,000. It's grant-funded. That's a beginning. We're looking at the different avenues and how to incorporate that money and get those supplies into our classrooms and schools.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING**

### **Resolution No. 1**

Whereas, the Paterson Public School District approves the payment of bills and claims dated August 14, 2019, beginning with check number 218542 and ending with check number 218640, in the amount of \$11,289,421.10;

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

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

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

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

## **Resolution No. 2**

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/ workshops will be confirmed at the time a purchase order is issued.

### CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Abigail Ram School Counselor/BTMF @ JFK	National College Access Network Dallas, TX	July 9-11, 2019	\$1,278.01 (transportation, lodging, meals)
*Fiordaliza Rodriguez School Counselor/BTMF @ JFK	National College Access Network Dallas, TX	July 9-11, 2019	\$1,278.01 (transportation, lodging, meals)
*Nellista Bess Supervisor of Science	Montclair State University, PRISM Montclair, NJ	July 12, 2019	\$160.00 (registration, transportation)
*Shenita Davis Supervisor of Science	Montclair State University, PRISM Montclair, NJ	July 12, 2019	\$160.00 (registration, transportation)
Kenrick Ramdath Supervisor of Science	Montclair State University, PRISM Montclair, NJ	July 12, 2019	\$160.00 (registration, transportation)
*Alphonso Malzone HVAC Technician/Facilities Department	The Training Center – Black Seal Low Pressure Saddle Brook, NJ	July 18, 2019 August 1, 15 & 29, 2019	\$550.00 (registration)
*Neil Mapp Interim Executive Director of Facilities	The Training Center – Black Seal Low Pressure Saddle Brook, NJ	July 18, 2019 August 1, 15 & 29, 2019	\$550.00 (registration)
*Ryan Taylor Carpenter/Facilities Department	The Training Center – Black Seal Low Pressure Saddle Brook, NJ	July 18, 2019 August 1, 15 & 29, 2019	\$550.00 (registration)
Tiffany Wilson Drama Teacher/Rosa Parks School of Fine & Performing Arts	Education Theater Association (EdTA) National Conference Brooklyn, NY	September 19-22, 2019	\$665.20 (registration, transportation)
Joel Ramirez Board Member	NALEO National Policy Institute of Governance Chicago, IL	September 26-28, 2019	\$390.00 (transportation, meals)

Hannah Jin	International Baccalaureate Category 2 Workshop Language B: Ab Initio	October 12-15, 2019	\$2,022.00 (registration, transportation, lodging, meals)
Mandarin Teacher/International High School	Houston, TX		
Stephanie Cruz	Rutgers Continuing Studies School Transportation Supervisor Program	October 29, 2019 November 12, 19 & 26, 2019	\$471.00 (registration, transportation)
Coordinator/Transportation Department	Parsippany, NJ		
Michele Flores	Rutgers Continuing Studies School Transportation Supervisor Program	October 29, 2019 November 12, 19 & 26, 2019	\$401.00 (registration)
Coordinator/Transportation Department	Parsippany, NJ		

**TOTAL CONFERENCES:** 13  
**TOTAL AMOUNT:** \$8,635.22

**\*FOR RATIFICATION**

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

**Paterson Board of Education  
Standing Abstentions**

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Olivares

- Self

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Rondon

- Self

Comm. Simmons

- Self
- Family

## **OTHER BUSINESS**

Comm. Castillo: As we know, not everyone has their Chromebooks. Please see Cheryl. We need the Surfaces back for you to get a Chromebook. I want to see what the Board thinks. Not everyone has had the opportunity to review all the minutes for this week. It's something that we're going to be staying away from. This is the first time we do it. We're trying to get rid of the kinks. If everyone is okay to move on the committee minutes for the general meeting, it's something we want to stay away from in the future just because no one had the opportunity to read through all of them. Everyone is also getting on the new schedule. If we could just move the committee minutes that way everyone will have the opportunity to review them. Then we can have a discussion during our general meeting next Wednesday. Would everyone be okay with that?

Comm. Capers: I just have one question in fiscal on F-10. We didn't get the long-range facilities plan. What does that mean? I understand the School No. 2 gymnasium. I heard about that.

Ms. Shafer: There's something new that the State put out. Any time you make any major adjustment to a facility in the district you have to add it to your current long-range facilities plan. We have the one right now that ends in June of 2020. We're just adding.

Comm. Capers: Thank you.

Comm. Hodges: When are we supposed to start the process for the new long-range facilities plan?

Ms. Shafer: As soon as we open school then we will start.

Comm. Castillo: Mr. Murray has advised me that he does not need an executive session this evening.

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

The meeting was adjourned at 9:20 p.m.