

**MINUTES OF THE PATERSON BOARD OF EDUCATION
BOARD RETREAT**

July 29, 2019 – 5:35 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
Comm. Kenneth Simmons

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

Comm. Martinez 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:

**Board Retreat
July 29, 2019 at 5:30 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.

Ms. Shafer: Tonight after the public comments we're going to go over district goals. The President has those attached on the agenda. Then Mr. Cozart is going to talk to us about the program for out-of-school suspension. I've been talking about this for a while. When we give students out-of-school suspension, we never get to the root cause of the problem. They receive an hour of home instruction and this program will give them more educational time as well as some counseling in hopes that we don't see them return back again. It's going to be housed at Silk City Academy. We kept the Adult School there so we have some space for this program. It's for grades 7-12. The middle school students will be separate from the high school students. Then we're going to talk about what the restructuring of the high schools looks like. We went from two

comprehensive high schools to four academies in Kennedy High School, and three academies at Eastside High School. We're going to look at what that structure looks like right now and get some feedback from the Board on what you would like it to look like as we move forward. Then Eric Crespo is going to go over the reading results from the new reading program Wonders. This was the first year of implementation. Mr. Best will then go over some recommendations moving forward and also answer any questions you might have.

Comm. Castillo: I think on the third or fourth page we just put together a few of the goals. It's basically what we spoke about during the last meeting. We want to take some time to narrow those down. What we spoke about was plugged into the strategic plan titles. We broke it down into sections that way we can then narrow it down. Ms. Shafer literally took what we came up with along with Kathleen and we put it into here. Now we can have some opportunity to either change things, or narrow it down. I want to get through the district goals, Board goals, as well as start the conversation about committee goals. I want to have the committee goals conversation after Mr. Best goes through his presentation. I do want to update the Board on a few things because I know July is a little weird month. Coming up during the workshop meeting I know we spoke about a standard operating procedure in the finance committee and the checks and balances. If a contract is 75% over, what does that look like and what mechanism are there to catch that in advance? Mr. Matthews is putting it together on what the finance committee does for our review. That will be available for everyone in the workshop meeting, which is August 7. We will have that information for us to speak about. He's going to bring it to us. St. Theresa's was something that was on the Board package in June. It was taken out because it hadn't been in committee. That will also come in front of the workshop for more information and the minutes will be available for that. Another big topic is Hinchliffe Stadium. We're just waiting. That's a conversation that we can open up. Barry can come and speak to the Board if need be or if the Board has any questions. Right now, we are not here or there. It was approved by the district. It was not approved by City Council. The application has been sent to the State and they're waiting for that approval. As a Board we would have to have a conversation with Mr. Morales on what the next steps are for us as the Board or where we can go from there. As of right now, the stadium is closed for liability issues. No one is allowed to enter unless it's a Paterson Public Schools staff member from facilities until we wait for a possible outline of when this is going to move forward. Another task that we gave the Superintendent was that of general counsel. We gave her that task at some point in the beginning of June. She just finished the process of interviewing. The Superintendent was also out for a few days. Hopefully she will be presenting what that looked like to the personnel committee and then before the Board in a workshop or general meeting. I don't know the timeline exactly, but somewhere between there or so for further information. Are there any questions?

PUBLIC COMMENTS

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

No speakers.

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

GOAL SETTING (DISTRICT; BOARD)

Comm. Castillo: If you all turn your page to the goals, we can start the discussion on what that looks like so we can narrow it down. We do need to vote on these goals. I want to make sure we narrow these down so we can put them into a Board resolution for the district goals. Then we can go into Board goals after that. Are there any comments? I haven't received any add-ons, edits or changes since last meeting. Cheryl, have you?

Ms. Williams: No.

Comm. Capers: On the five-year long-range facilities plan, when is that going to get started? I know we have to put together the committee groups.

Ms. Shafer: It has to be finished by June of 2020. It will be starting shortly.

Comm. Capers: It's a long process.

Ms. Shafer: Yes.

Comm. Capers: What month are we projecting?

Ms. Shafer: Probably October.

Comm. Capers: June is the deadline for it to be to the State?

Ms. Shafer: Yes.

Comm. Castillo: Let's start with how many goals we want. How many did we have last year? What's the range? We want to make sure that they're goals that make sense, that we can accomplish, and that we can focus on.

Comm. Capers: Are we hiring extra staff for the social/emotional learning?

Ms. Shafer: I'm going to ask Cheryl to speak on that one. She's already done a tremendous amount of professional development and it's also part of our strategic plan.

Ms. Cheryl Coy: We trained 325 staff members as well as some people from the community on mental health. Round two of the training starts next week for those 325 so that they have both series. Then we're going to continue in September. I just reached out to the Mental Health Organization in D.C. to try and partner with them on some of the resources they have. They said they have a lot of free supports that can come into the school district to train on mental health awareness. Right now, we're just walking into the stages of it, but I have a conference call with them on Thursday to get more details.

Comm. Capers: Are we rolling this out districtwide or just special education?

Ms. Coy: It came from our department, but it's districtwide. We've had the janitors. We've had the lunch monitors, principals, teachers, IAs, security, secretaries, and parents attend this training.

Comm. Capers: Are we training the staff that's going to run the suspension building in Silk City? That should be where they're mainly at. If we're going to roll in that direction, we should have some type of social/emotional learning going on in there.

Ms. Coy: There were some schools we targeted in the beginning like School No. 6, School No. 10, School No. 4, and Great Falls Academy. We just spread it out from there. We can definitely identify populations and work with those students. We can have them trained.

Comm. Capers: It's a curriculum?

Ms. Coy: It's an 8-hour training on mental health awareness. There are about 20 indicators on how to identify a child or an adult who is in distress and how to respond.

Comm. Simmons: I was going to ask what this training consists of. What does it look like?

Ms. Coy: During the training I attended we did a lot of hands-on activities of crisis situations and how you would respond, how to respond, and how not to respond. Certain indicators to look for from students who go from being happy-go-lucky to all of a sudden being withdrawn and not assume that it's just regular teenage behavior if they're going into adolescent years. There are a lot of indicators to look for in those students who may be in distress and even adults. That's the second round of it. How do we get them appropriate help? We found out through the training that there are about 15 police officers who are also trained in mental health. When we have crises in the district we should specifically ask for those police officers because they know the indicators to look for, as opposed to someone coming out who's not aware and escalating the situation.

Comm. Simmons: I know with police officers it's mostly crisis intervention. That looks different.

Ms. Coy: The crisis intervention is different. We have CPI training for crisis interventions.

Comm. Simmons: Have we thought about partnering with YCS?

Ms. Coy: No.

Comm. Simmons: They deal with this.

Ms. Coy: We can speak to them, but YCS is at a different capacity.

Comm. Simmons: Because they deal with that piece of it every day.

Ms. Coy: The crisis?

Comm. Simmons: All of it.

Mr. David Cozart: Eastside High School has a partnership with YCS.

Comm. Capers: If we're rolling this out at every school, are we going to have a targeted staff that deals with this?

Ms. Coy: I'm trying to push to get the entire district trained. It's Saturday training.

Comm. Capers: Is this going to be like having a bullying coordinator in every building? If they get bullied, they go to that coordinator. Is someone going to be over this aspect of it in every school?

Comm. Redmon: We're talking about the district goals that were presented.

Comm. Capers: I'm talking about the social/emotional.

Comm. Redmon: We're having it presented to us at the upcoming workshop. Ms. Coy can give us more information on it.

Comm. Capers: To handle all these questions?

Comm. Redmon: Email her your list of questions and she should be able to get back in touch with you.

Ms. Coy: We actually invited the Board to attend training. It's on Saturdays. It was from January to June.

Ms. Shafer: This is one of the goals. This is also along the strategic plan. Cheryl did an initial training where we want to get everyone trained. A student in distress could be sitting in your class. Yesterday he was fine, but he could come in today and is not. We need to expand it after that. Our strategic plan is for five years. This is just the beginning. You have great questions that are going to be part of how we roll this out over five years to address the needs. If you want, send us those questions because that will help us frame out and that's what we're doing now. We're putting that action plan together for each goal in the strategic plan so we can make that part of it.

Ms. Peron: You also want to know that it is being incorporated into the curriculum. We began with math and ELA. Social/emotional learning and learning skills around that you don't have to wait for a crisis or a situation. You have to teach kids certain skills and aspects of how to deal with things and coping mechanisms. Our vision is not to say 20 minutes of social/emotional learning and then you close it and it's over. Our vision is to incorporate all those mental capacities and skills that our kids and staff need. That's new in the curriculum too. It's a big portion of the curriculum. There's also professional development around that that we have ready for the fall for our teachers.

Mr. Eric Crespo: Yes, every teacher every school for the first two days.

Comm. Simmons: As I'm reading the goal, how do we plan to roll this part out? Are we planning on hiring additional guidance counselors for the early grades?

Ms. Shafer: I would love to do that. Right now, we're trying to get teachers in the classroom. The counselors we do have to be part of it, but also some career fairs and it's scattered. School No. 10 had a great one, but it's not just them. It's to expose students in the middle school to all different types of careers. They had a whole menu of folks come in. That's just the start. Again, the reason we put these together was based on what you said and we then put them in areas of the strategic plan because it's going to take time, especially when you don't have money.

Comm. Simmons: Is 2020 realistic?

Ms. Shafer: That's just to get the plan going and to start implementing it. It's larger than that because our strategic plan is five years.

Comm. Castillo: Remember, this is not set in stone. We can change.

Comm. Simmons: I get that. I'm getting to is 2020 realistic. Should it be listed as a goal? If we adopt it as a goal, then in 2020 we need to meet it.

Comm. Castillo: Let me just get to Nakima because I'm struggling to see her.

Comm. Redmon: I have the same sentiment Comm. Simmons was talking about. We should start now incorporating some kind of standard operating procedures that all schools follow. You're saying School No. 10 has a great program and we should be initiating it in all middle schools. By 2020 when we at least will try to enroll the program it will be already done because a standard operating procedure in place.

Ms. Peron: I think the plan is for coordination of services. We do have guidance counselors, but our guidance counselors tend to work in high schools and think that they have to create that awareness at the high school. They really should be creating that awareness earlier. The goal is for them to do that. They touch upon it. We do have some career days at some elementary schools. If we were to meet this goal, it would have to be districtwide at every elementary, at all the middle schools. We would have to have formal activities planned out and coordinated so that they would all get that experience and they would all have that opportunity. It is a goal because we don't have it at every school.

Comm. Simmons: I get that. With guidance counselors being stretched, is it realistic?

Ms. Shafer: Let me just say this goal is just a plan. It's to implement a guidance plan. First, we need to get the plan together. We are putting some things out that are not negotiable, like career fairs at every school. There are other things that we're making a list of. We can certainly change the dates, but this is more about developing the plan.

Comm. Martinez: Just for clarity, you started the conversation by talking about social/emotional learning. They're two separate things. Social/emotional learning is what we were discussing, and this is discussing exposing elementary students to possible career opportunities. I think we need to move that bullet from under social/emotional learning. Unless I'm misinterpreting this, it's two different things altogether.

Ms. Shafer: We did this based on the strategic plan. The four categories are the four main goals in the strategic plan. We wanted to line any of the goals, if you picked this one, with social/emotional learning. It is not social/emotional learning, but it can line up as a goal under that topic.

Comm. Capers: Like an umbrella.

Ms. Shafer: Right.

Comm. Redmon: What we have here is a subset of each title.

Ms. Shafer: Yes.

Comm. Hodges: I'm going to change the subject. Teaching and learning, that's first bullet, and the connections are very similar. How are you going to decide what different pathways are going to come into being? I know there was an attempt to remove an engineering program that was brought in by the district. That was rejected by the Board. The Board should be making that decision as to what those pathways are and what the Board wants to see, not the administration. Those two are in conflict. They're similar things, but those are things that the Board should be doing, not the administration, in terms of deciding what they want to be taught in the district and how. I don't know how you plan to do that redesigning of district high schools and so forth and getting the requisite staff without the input from the Board.

Ms. Shafer: It says here to be presented to the Board of Education in May of 2020. Clearly, we know that we cannot change anything unless we have Board approval. We are saying here that we're going to develop a plan, bring it back to the Board for approval, and create new pathways. By that I mean we're not going to go out there and create all new pathways and get rid of what we have. But there are some pathways that students could be interested in that we don't have. We need to add pathways to what we have, maybe strengthen some that we have, and then look at some that we may not want to keep. We're not going to make that decision. We're going to go out, get all the information, and then bring a report to the Board for the Board to provide feedback and agree or disagree. It's going to be a conversation about how we want this to move forward.

Comm. Castillo: I think we have to reword it right and rephrase the entire goal. If this is where we choose to go to it's a very important one. The plan should be for the administration to go out to the schools and the community. At the end of the day, the students need to tell us what they're interested in. There has to be some type of student input. I know throughout the years we've heard of some academies like cosmetology. It's been something that many students have been asking for, for a long time. Is there an interest in more? I'm just using one because it's the first one that came to mind. Is it something that students still have an interest in? Then we have to open up the conversation. We can't just put in academies that the students may have zero interest in which will have a low number of students applying to. They will be saying, "I don't want to go to Eastside. This academy just opened up in Kennedy and I'm going to go, not because I have an interest in it, but because I have a perception about Eastside and my parent doesn't want to send me there." That's the reality of it.

Comm. Hodges: You also have a problem with exposure. Students don't necessarily know what these different areas are. Relying on student input may not serve the best interests of the students. They don't know what engineering is. They're not exposed to it. They don't get exposed to computer science. That's why you need adults putting a framework together as to what we want our children to be exposed to.

Ms. Shafer: We also need to look at what careers five or ten years from now. That also needs to be part of it. That's what we plan on doing. There are student surveys for career pathways. What are the jobs going to look like 10 or 20 years from now? We would be looking at all of that and we'll certainly look at anything else that the Board suggests. But also know that we're just going to do the research, look at it, and come back to the Board for their feedback and approval.

Comm. Hodges: But then you're also looking to recruit people, which means that you've already chosen the direction.

Ms. Shafer: Once we choose the direction that the Board approves. What we heard the Board says a couple of weeks ago is that we need to go out and get folks who have career experience but may not have the traditional teaching profession. That's what we're saying, but we can't do that until we know where we're going.

Comm. Simmons: With the one that we started with, under social/emotional learning, my suggestion would be to move it to the top under teaching and learning. It falls into what we're actually having a conversation about, about the exposure. To Dr. Hodges' point, students aren't exposed so they don't know what's out there. It just makes sense to move it to the top.

Comm. Castillo: Just to put the administration in the right direction, we now have three under teaching and learning. Do we want to rephrase or recreate? If we keep it as is, there will be six goals.

Comm. Simmons: You could actually combine the bullet under social/emotional learning to the first bullet under teaching and learning.

Comm. Castillo: Okay. Six and one are going to join. Is everyone okay with that? We want to keep it at about three or four goals?

Comm. Redmon: I'd rather have three or four goals that are attainable than have 10 goals and we can't attain one of them.

Comm. Castillo: I completely agree. Right now we have one because we combined. I'm assuming the facilities plan is something we want to keep.

Comm. Redmon: Just to go back to the facilities plan, did the district get any updates about Paterson Catholic?

Ms. Shafer: No. All we know is what we were told when we originally got Paterson Catholic as swing space. Once the new Don Bosco was built, we would then have ownership of it. We can follow up with that.

Comm. Redmon: Please do because things are changing a little bit with the SDA. I think we need to make sure they give us what they promised.

Comm. Castillo: We have two. Under teaching and learning, is the second bullet something we would want to keep as a goal as well?

Comm. Redmon: I think we requested the overall performance of the students with this program. Did we ever get an update on that?

Ms. Shafer: We'll do it tonight.

Comm. Redmon: Maybe we want to wait until we get the actual information first.

Comm. Castillo: We can keep the idea of the goal and then afterwards we have time to make changes.

Comm. Simmons: The numbers.

Ms. Shafer: This is ELA and math. This is the State assessment scores.

Comm. Redmon: Can we skip and let Mr. Crespo do his presentation and come back?

Mr. Crespo: I can do the presentation. However, this goal is based on NJSON.

Comm. Redmon: We don't have the scores yet.

Comm. Hodges: You don't want to eliminate it, but down the road you're going to have to come back. Obviously, our number one job is to increase our test scores. That has to be there, but you don't know how much. 5% may not be substantial at all.

Comm. Castillo: Is there any way we would like to rephrase it in order for it to still be viable come October or November when we get these numbers? Is there something that we want to hold off until next year? What do we want to do?

Comm. Redmon: I think we can still do it this year. I think we can take the percentage into the actual figures we already have.

Ms. Shafer: Or you could leave the increase at 5% and then once we get the scores and you see it then we will put it online.

Comm. Castillo: We can amend the goal once we get the information.

Comm. Simmons: We just have to remember to come back.

Comm. Redmon: It's in the minutes, but then we also can request in October when we do our general meeting. We can have a presentation then.

Comm. Castillo: Susie has that as a presentation regardless.

Mr. Crespo: In the 60 days you have to present all the data.

Comm. Redmon: Since it's a QSAC requirement we can also adjust our goals at the same time.

Comm. Castillo: Then we can pick one more from communication and connections so we have three.

Comm. Redmon: Right now we have five.

Comm. Castillo: We have three goals that we added on. Would we want to pick one from communications and connections as a fourth goal? Or just leave it to three?

Comm. Hodges: The first is really an extension of the teaching and learning.

Comm. Castillo: Personally, I think it's important to update the expectation guides. I think it's a task that we can definitely take on.

Comm. Simmons: The first one would just be really long and in detail. It looks like it's part of the first one as well.

Comm. Castillo: It says the same thing. It's the same plan. The goal is to create the plan that has all of these sections in it.

Comm. Hodges: We talked about the Board deciding what a student should have and what skills we're teaching everybody as a student, which is part of what that was supposed to be. It doesn't say that anywhere in here and that was part of that.

Ms. Shafer: I think that was a Board goal when we were doing district goals.

Comm. Castillo: I think within the district goal of the grade level expectations guide our Board goal became a part of that. The expectation guide tells you academically what the child should know, but it doesn't give any further details and that's what the Board would be charged to add to the expectation guide. Does that make sense? Just to review, under teaching and learning the first goal cabinet level administrators will develop a plan to redesign district high schools to operate more efficiently and effectively and create new pathways. The district would also implement a guidance plan to expose elementary school students for possible career opportunities and cabinet level administrators will develop a plan to recruit non-traditional teachers for new academic and vocational programs. That's the first goal. This second goal that will be amended come late October/November is grade span 3-5 will increase level 4 and 5 scores in ELA and math by 5%. This one will be amended in October/November.

Comm. Redmon: Can we take the 5% out now and do a different percentage?

Comm. Castillo: We'll just leave the percentage. We can put the percent in there. Or do we leave the 5% and then amend it once we get the number?

Comm. Redmon: I'll feel comfortable once we get the scores. We can then add the percentage. We can say 5% and our students actually exceed it.

Comm. Castillo: Do we just want to keep increase 4 and 5 scores in ELA and math, and then come back and add in the rest?

Comm. Hodges: Once we see where we are.

Comm. Castillo: The third goal is the five-year long-range facilities plan. The fourth goal will be revisiting and updating the grade level expectation guides. Is everyone okay with that? She will put it together. Will this be at our workshop or our general meeting? Will we figure it out after Mr. Best gives his memo?

Ms. Shafer: We'll give it to you before the August workshop.

Comm. Castillo: We can do a final review just in case.

Ms. Shafer: Then we will do the resolution for the general meeting.

Mr. T.J. Best: Ms. Shafer, do you have percentages in your merit goals?

Ms. Shafer: Yes.

Mr. Best: Was it similar to this particular goal?

Ms. Shafer: No. It was for Portfolio graduation and reading scores, not the State ELA. At this time, I'm going to ask David Cozart to come up and do his presentation on the out-of-school suspension program that will be at Silk City Academy.

Comm. Castillo: Are the Board goals on there?

Ms. Peron: He has a PowerPoint.

Comm. Castillo: Just a quick reminder, I just want to make sure everyone does their Board self-evaluation so we can finish up our Board goals.

OUT-OF-SCHOOL SUSPENSION

Mr. Cozart: Good evening everyone. You already have in your packet a copy of the presentation. Those of you who want additional copies, raise your hand and I'll give it to you. Thank you for giving me this opportunity to discuss our proposed Silk City Restoration Center. This is a new concept for us in the sense that we really want to make sure we're providing our children every opportunity to be successful in many areas. The PowerPoint will give you a brief overview. There is additional information included, such as key data points as well as opportunity for questions and answers. What you have is a draft. It's still a work in progress. After tonight, we'll probably come in again to do some more revisions to the program. The premise of this program is that we have a responsibility to provide students an opportunity to receive a quality education in a structured environment that addresses all their needs, academic as well as behavioral. This center is the opportunity to address that and to support the home school. This center is strictly for students who tend to violate the Category 3 suspension rules on the code of conduct. This is for students in grades 6-12. This program is for 3-10 day suspension periods. While they are in this program, each student will have a behavioral contract and a support staff working with the students to address their needs as well as find out why they're doing the things they're doing. What causes the problem? What could they have done differently? We hope by the end of the year we will not have repeat students for the same infractions. That's one of the goals we have for the school year. Students will have opportunity to really be addressed while they're on suspension. Instead of staying home, they will have an instructor working with them to address their social/emotional and academic needs. The district mission and vision has been changed. The students are going to be divided into two groups, middle school grades 6-8 and then high school 9-12. They will not be in the same groups. These are two different groups of students housed at the same location, but they will not be interacting with each other for these courses. The best part about this program that we're really excited about is that we have the opportunity to provide them with best practice strategies of Restorative Justice programs. We've currently been trained to start the process. We have a principal assigned full-time to the program. The principal will have a staff which consists of two in-school suspension teachers, one behaviorist, one guidance counselor, the security guards, school secretary, custodian, and a shared nurse with HARP. The reasons we have the staff we selected is because the teacher of in-school suspension certificate allows us to move kids from grades 6-12 without having to be content-specific. Therefore, they are not providing direct instruction. They are receiving work from the home schools and they're able to address that system. This does not give us limitations on staff members who we assign to the program because a teacher of in-school suspension certificate will allow them to cover grades 6-12. We have one behaviorist and one guidance counselor. A question was asked earlier regarding staffing. These positions are already budgeted for. We are reclassifying some positions and the PTF has already been processed for these. Once the PTF goes through, the postings will go up for these positions. The security guards that were already assigned for Silk City will remain for the Silk City Academy/Great Falls merger. It's the same for the custodian and secretary. Our goal for this program is to expand over time the actual staffing. Once this child receives a suspension referral at the home school from their teacher coordinator or vice principal, if the principal decides to give this child a Category 3

suspension, they will have an opportunity to review the packet and the referral form will go through to our administrator at the Restoration Center. What was the infraction? What was the cause of the infraction? All the notes the principal has at their disposal will be given to the sending school. Once we receive that component, it will determine whether or not they can stay and how long they can stay for. When the kids come to us who have suspensions, by day two they should have everything completed so by day three they can start. By day 3-10 they're at the new center and they will not cause any reasons for us to have home instruction for the students because we're not providing extra hours regardless of what the classification is.

Comm. Redmon: Is this home school or out-of-school suspension?

Mr. Cozart: After four days, if anything happens before the 10 days, you're required to give home instruction. By us having them in-house it won't count as out-of-school suspension. It counts as in-school for us, but we will give them more academic instruction than the one or two hours they would get as special education students. The home school building principal is required to obtain all the work and it's given to the new school principal. All the work is required to be given to them, not to cover a period of more than 10 days. We have draft forms that we actually had to modify to make sure it meets our needs. We modified the forms from the old Zone program to make sure it's still reliable for what we need now. This will start basically next week on August 2. When Ms. Payne comes back, we will talk to the whole committee again regarding the actual forms.

Comm. Redmon: Some Board members are new and they don't know what the Zone program is. Can you allude to what it is? You're giving acronyms, but some Board members might know and some might not.

Mr. Cozart: Back in the late 1990s two individuals, Reverend Robinson and Brown, came to Mr. Garibel at Kennedy High School to offer assistance by creating an onsite suspension center. At that time it was called the Zone. That was located at 449 Union Avenue. Suspended students went to that location and they were given an opportunity to receive instruction as well as counseling. That program was short-lived because students could not get there from across town. Parents had to come in with them, sit through a mandated orientation, and go through the whole process. They were tied to Kennedy High School. Therefore, Kennedy provided the lunch as well as monitored the attendance for the students. It became a "Kennedy" thing because of where it was located. Everyone wasn't really able to get to it. That program went away but then we created a program at Boris Kroll. We tried to get more kids involved, more staff involved, our staff instead of outside groups, which was the Zone alternative program. That program also had its limitations. Eventually those programs met some fiscal issues and they were open to too many kids and covered all suspensions so they couldn't handle the actual number of kids coming through and recommendations. We took a look at our current student suspensions, absenteeism, student assessments, as well as what are we're trying to accomplish with our kids. No one was really taking the time to sit down with them and find out what happened and why, especially after the suspension or infraction had already occurred. That's why we came back to this new program, the Silk City Restoration Center. We took off the words 'suspension center' because we don't want it to have a negative connotation. That's why it's called the Silk City Restoration Center. Staff members have been trained for the past three years through PEF going through Restorative Justice programs. We want to capitalize on those programs as well as be able to strengthen the programs. We're also going to be looking into a strategic plan, which is the social/emotional piece that we have with Ms. Coy as well as other initiatives that Ms. Payne is trying to develop. We're trying to tie

everything in to the whole child. I want you to focus on one key component - students who are identified for disciplinary hearings. In the past, you were not able to come back to school until you had a disciplinary hearing. It was a 10-day suspension, which also requires home instruction for the time period. What was happening was that the kids were getting lost in reference to when the hearing was going to occur. The kids ended up staying on home instruction longer than they should have. The home instruction component continues to balloon and by the time some kids were getting the disciplinary hearing it may have been two or three weeks after the suspension ended. This means we were giving them three to four weeks out of school, which is way beyond what we asked for. With this process we are able to keep the kids only eight days beyond the suspension. That's the cap. It will be a streamlined process for the Director of HIB, Culture, Climate, and Alternative Programs to actually meet with the family to have the disciplinary hearing and make their recommendation.

Comm. Hodges: I'm just wondering how you handle the academic portion of all this. You have kids in middle school all the way up to high school. I'm looking at the number of teachers alone, particularly versus the number of different subjects that have to be covered. How do you do all that while implementing or addressing this behavioral aspect? They're missing the instruction as part of the process. I'll start with that.

Mr. Cozart: The work is going to be provided by the teacher. Most times they will not be bringing instruction because the teacher is the one providing the work. The teachers normally won't be giving them more instruction when they're on suspension. At the high school we're utilizing Chromebooks because teachers are using one-to-one and Google Classroom, which means their instruction can continue because they will have their devices at the center. At the grammar school teachers are still providing the work. When you don't have instruction the teacher still provides you the work from home school. The teachers here will be able to actually use the same work. The kids are getting graded on the work from their teacher, not from someone else.

Comm. Hodges: But the teachers are still instructing in those 10 days and the students won't get that instruction. They'll get the Chromebook which may give the lesson outline, but the instruction is not going to be there. That's the question I have. How do they not fall behind academically during that process?

Comm. Castillo: They're being given work, but not necessarily the lessons that are being taught in the classroom.

Comm. Hodges: How to do the work.

Comm. Redmon: Even though they're getting instruction, how do we know that the instruction is being applied to their everyday learning? How do we grade them? I'm talking about elementary school. We can tell what they're learning on the Google Classroom.

Mr. Cozart: The teachers will provide the actual work. The work goes to the school from the teachers. That's why those teachers there have to have the generic certification for k-12. The only thing they're doing is being a support. They may not be experts on the content area. They're providing what work is given to them. They will actually do the work with the kids and make sure they're doing the process. If they have any questions they can call back to the school. Their home teacher is the one grading the work.

Comm. Castillo: Can we let him go through the rest of the presentation? These are great questions and I think we need to get the full picture of it. I know what's going on, but I'm confused about the same thing. Just finish the presentation and then we will dive into the questions.

Mr. Cozart: Once those students complete their work assignments given to them by the teacher, it goes back to the home school. The students will get full credit for the work that was given while they're on suspension. That home school teacher is still providing the work, doing the grades, and it will also go into the student grade book. The class size is no more than 15 kids per class. We're looking at 45 kids per day at the center. Each group will have middle school and high school limited to no more than 10-15 students per session. Each student will have an individual learning plan, which basically discussed why you're there, what you're doing, and how they work with you while you're there. The environment is going to be the Silk City Academy. The students will have access to the current grade level curriculum. For both groups the work is still being provided by the home teacher who is giving them the work they feel they should be able to do while they're on suspension. They have the electronic grade book for high school. They still have correspondence with the teacher on a regular basis. The teacher will be giving the packets for them to finish with the classroom and be brought back to the home school for grading. The students who are special needs with ESL or 504 students we are recommending 504 IEP plans. That document will accompany their packet. The teacher will be able to implement that basic instruction for language and math. That's considered IEP at a glance. It's a one-sheet document that goes with the kids to the packet saying what help does the student need to address the academic learning. This is all being aligned with the guidance counselor as well as the teacher staff. The students will have half-day sessions. They will only go to school up to 1:00. Their full day of school is actually a half-day schedule for us. Staff members will leave at 3:10. I'll show you a sample schedule a little later. We talked about the attendance earlier. Once they receive their information to come to the school, by day 3 they are supposed to be on site at the new school. They will be coded as ROSE, meaning they get full credit for being in school. It's not hurting against their student attendance at all. While they're in the program they are to abide by the discipline as well as attendance rules. Students who come in over 20 minutes after the start of the day are considered absent, which means they have to make that day up. We're not trying to penalize them for the suspension. We're going to address their behavior at this other location. We do not want to penalize them because if they're absent from this, they're considered absent from school. We're not trying to create an absence for them for not coming to the center. Two consecutive unexcused absences can result in termination from the program. The principal of the program will be in contact with their family to make sure the child is actually in school at all times. The guidance counselor will be able to do the following aspects – address the academic personal matters, planning towards graduation for upperclassmen kids, talk about their career guidance, test sessions and interpretation. We try not to use this during the testing cycle. If we have to, we have opportunities for the people to do the test on site. We're not trying to use this too much during the testing cycle. Our safety community is still going to be there, SROs as well as security staff that's contracted. Here's the type of schedule you have – when you come in the morning you have homeroom. You'll spend an opportunity to come together and the principal will give you the rules and implications of the program on a daily basis. What are we doing? How are we going to do it? How are we going to move? Staff members will then break up into different groups. One group may be doing academics. One may be doing the counseling. One may be doing Restorative Justice activities. The kids will have two periods. The first period they flip-flop with another class and then they have a lunch. Then they come back to the same component again whether it's academics, individual counseling, or Restorative Justice

program. They have four sections of academics, four sessions of Restorative Justice activities, and four sessions of counseling. The kids will be rotating from class to class. The kids will not be sitting in one room all day long. They will move from one classroom to another because they have the whole building. They're only occupying the first two floors of Silk City. They're not attached to the Adult School on the third and fourth floors. The kids will be dismissed at 1:00. The teachers will have lunch at one time. Adult supervision by the teachers will be in the cafeteria, making sure everything is going well when they have lunch. The teachers have lunch from 1:15 to 1:55 and then the rest of the day they are preparing for the following day and logging activities that they incurred with the students. One of the things the teachers will be able to do is when they go back to the home school, they have to keep a log on what the child did with them and make sure that they're on track not to repeat. They become the informal case managers for the kids while they're there. They have opportunity to go back to their home school and track their performance there. That's it regarding the actual component. The reason we went back into this is because we want to get to the suspensions. We have three years of suspensions from the district by unit. The numbers are staggering. What the numbers don't tell us is what category and age groups. That we don't know. It's all mixed in there. For the 2016-2017 school year there were 3,068 out-of-school suspensions across the district. We know Unit 1 had 1,070, Unit 2 had 158, and the high schools had 1,048. This does not tell us what category. It does not tell us how many people are repeat offenders and what grade levels. In 2017-2018 we had 2,942 total suspensions. The high schools continue to have the largest breakdown. Last year we had the biggest increase of 3,386 total suspensions. We have, by unit, the top three schools of highest suspensions in ranking order. Unit 1 for 2016-2017 is the Frank Napier School, School No. 10, and School No. 21. Those are the top three schools with the highest suspensions for that school year. In 2017-2018 we see again Dr. Frank Napier, School No. 10, and School No. 13. Last year Dr. Frank Napier, School No. 13, and School No. 10 were the highest in those categories. In Unit 2, Don Bosco, School No. 6, and School No. 12. In 2017-2018, School No. 3, School No. 12, and School No. 6. For 2018-2019, School No. 6, DBT, and School No. 24. In the high schools, we had Silk City Academy, ACT Academy, and BTMF. In 2017-2018 we had Silk City, BTMF, and SET; and last year BTMF, STEM and ACT. If you remove Silk City, the highest suspension rates are coming from Kennedy High School. Those are the locations where the suspensions are coming from. Again, we don't have the actual breakdowns because the way suspensions are reported. It's not broken down by category.

Comm. Martinez: What tracking system is used when a student creates an infraction and they upload it?

Mr. Cozart: We have the ability to use Infinite Campus. Everyone has not been trained in using that behavioral module component yet. They're using the regular referral form, and the principals report at the end of the month the suspension totals by race and by sex. Right now, our plans are for everyone to start using Infinite Campus as we start rolling into that process.

Comm. Martinez: You can see exactly under what unit, what infraction, and timeframe.

Mr. Cozart: Our disciplinary module we already have uploaded our code of conduct infractions. We cannot embellish or add to it. Once everyone gets trained then we will be able to have more specific information on this.

Ms. Pamela Powell: Can I just interject something? I know you said 3,000. I just want to make clear that it's not necessarily 3,000 students. Those are the days.

Comm. Martinez: It can be a scholar that's suspended multiple times.

Ms. Powell: I don't want everyone thinking that there were 3,000 students. That's the reason I'm clarifying it.

Mr. Cozart: That's why I said it doesn't include the number of repeat offenders.

Comm. Castillo: If a student was suspended for 10 days and then for some reason he or she was suspended again for another 10 days, that's the add-on.

Ms. Powell: Right, but it's not 3,000 students. It's the amount of days.

Mr. Cozart: The way the special reports are given to us, each month we get a total of suspensions for each school. I could have been suspended three times in one month. It's not counting the actual students. I'm the same person with three suspensions. The monthly report will reflect three suspensions. It doesn't count the number of students.

Comm. Olivares: That's the point. We don't really know. We know it's a lot, but could it be that it's the same students over and over again? Do we have any data as to what happens to these students? Where did they end up? Do we keep track of what goes on after that?

Mr. Cozart: Not in great detail. Yes and no. Yes, we keep track of the kids because it's part of their attendance record. It's coded as OSS on the attendance. What we don't know is why they're doing it. This is why this is important, because now we're going to sit down with the students to figure out why. We don't know the repeat offenders. That's why we're trying to make sure that when we do this component we want to know if you are repeating students. We want to make sure that we're trying to reduce the number of students who are repeat offenders of Category 3. You have one big fight. Everybody in the fight has a 10-day suspension. Most times we try to get the parents and the kids to come together and talk but they don't want to do it. They don't want to talk at all. No one listens to the kids. The kids go home. It happens. They come right back and start fighting again. We're never addressing why they were fighting in the first place. There will be repeat offenders in that group. We're trying to have those kids come back to us. The school may not be able to do it during regular school hours. We can do it at the center and spend more time with them to go over why they did these things. That's an opportunity to address them and find the root cause. It's going to take a different mindset for the parents to get involved and the kids to be open to talk about it. We have a place now that's welcoming them to talk with us. Hopefully we can reduce the numbers of our kids who are repeat offenders.

Comm. Castillo: Please finish up because everyone has a ton on questions.

Comm. Olivares: We have that number of 3,386. These are not days. These are actual suspensions. The only thing we don't know is how many of them are just repeat offenders.

Mr. Cozart: Correct.

Comm. Capers: I just spoke to Madam Superintendent about Policy #56600. We need to do a policy change in terms of how this is going to roll out through the district and what we have currently. Currently, the principal in the schools have total control of how things work. Now we have another administration in this school. Who's going to be the

oversight? Is there going to be an advisory board on how kids get to the school? I'm a disciplinarian at Campus High School in East Orange. One thing we learned was every principal is going to start the new year with a culture change. They're going to get kids on lateness and everything and blow it up and want to send kids to this new program. In one given day we get 30 kids in in-school suspension. We're talking about 45 kids but there are 30,000 kids in one district. I'm not seeing how we're going to fit all these kids in one building for in-school suspension. Yes, it's going to help with chronic absenteeism, but that's going to have even more teachers or administrators sending their kids out of the building because they don't want to deal with them. I've seen teachers make things up and make things bigger than what it is on paper and then the kid gets 10 days just because they don't want to deal with that child. They want the child out the building and now they have this as the umbrella they can send them in. Who's going to determine that? Is it the building principal, or the overall assistant superintendent? Who's going to have that determination? What's that process going to look like? If a fight breaks out, they go into Infinite Campus, they put it in, and they make it up. How does that process work?

Mr. Cozart: A student referral comes into the principal or disciplinarian. The principal will evaluate the infraction and determine if it's a Category 3. Most Category 3 offenses are going to receive a 10-day suspension.

Comm. Capers: The teacher is going to write it up as a Category 3.

Mr. Cozart: There also has to be an SRI report accompanying it from Ms. Powell. That will back up the students being referred to the center.

Comm. Capers: Who's going to do the investigation in terms of that teacher doing that report?

Mr. Cozart: The same way they would actually do the suspension. When it comes to us right here to the assistant superintendents, we will review the ratification process as well as the SRI report.

Comm. Capers: Let's say we're in March and the school is at capacity and we have more Category 3 suspensions. What do we do?

Mr. Cozart: We have to prioritize those things. Those are the high priority ones. They will always get first preference.

Comm. Capers: We have to do a policy. If my son goes to Dr. Hani Awadallah, how are the kids going to get back and forth? Who's going to incur that cost?

Mr. Cozart: Currently transportation has been something that we're looking at. Depending upon the numbers we may be able to use our district drivers we have now. We're not sure yet.

Comm. Capers: Are they going to be picked up at drop-off points? Will they be picked up at their house?

Mr. Cozart: It will be school to school.

Comm. Capers: So the child reports to school and then the district driver will pick them up from school?

Mr. Cozart: That's one of the things we're looking at.

Comm. Capers: When are we going to make that decision?

Mr. Cozart: We're going through the whole process. It's still in the planning phase.

Comm. Capers: How much will that cost?

Ms. Shafer: Maybe I can clear it up a little bit. Right now if a student is suspended, they go home. They're gone for 5-10 days or whatever it is. After 5 days you get home instruction. The first 5 days you don't get home instruction. What I'm trying to do is get them more education than an hour a day and provide them with some counseling and Restorative Justice. In my opinion, if I send you home for 10 days you watch television, sleep, or get in more trouble. No one ever gets to educate or counsel you to say that fight you had you should not have had. You could have done things differently. Maybe you could have worked it out. Maybe you could have gotten a third party involved to try to figure this out before you fought, before you stole somebody's phone, or whatever it is you did. I'm trying to get them some coping skills and also to figure out what were some other alternatives I could have done rather than what I did through individual and group counseling and also Restorative Justice. Right now at home they get an hour of home instruction after the fifth day and this will give them more instruction and some counseling. What's really changing is where you are suspended to. Are you suspended to go home? Or are you suspended to go to Silk City? The transportation is really going to be on an as-need basis. We have two buses now and drivers. If on a given day there are three kids that for whatever reason can't get to it because they live on the other side of town, or whatever the case might be, we would pick them up.

Comm. Capers: Say we run into the same issue we ran into last year where we use our drivers to do other routes and they are not available and that child can't get to that school, will that child be penalized?

Comm. Simmons: How do they get to school now?

Comm. Capers: I don't know how the plan is. Do they go to their home school?

Ms. Shafer: We have three options.

Comm. Simmons: To get to their home school, how do they get to school?

Ms. Shafer: We have three options. In order for a child to get to school now they have two options. They get there on their own, whether that's a parent, friend, or walk. Or they have bus tickets. Those students are going to have the same options. They can walk. They can get a ride. They can have bus tickets. Someone who doesn't get bus tickets now but might need them, then that's an option or we're going to use our driver to pick them up at the school. We didn't move and make all those decisions. We wanted to hear from the Board and then put everything in place before we did that.

Comm. Capers: Why do they have this schedule?

Ms. Shafer: Because some of the students that we have could get themselves in trouble leaving Silk City Academy. Right now they're getting three hours more than they got this year. We tried to do it different ways, but we also have to abide by the contract. They have to get prep and lunch. You don't have a lot of staff right now, unless we get additional money or something that we can add to the staff based on the need. Then

we can do something different. Right now this is what we can do. What it's doing is adding another three hours where they can get that counseling component.

Comm. Capers: The professional that will be in there is another principal and guidance. How many guidance counselors?

Ms. Shafer: Guidance, behaviorists, and two in-school suspension teachers.

Mr. Cozart: Security and a shared nurse from HARP Academy. The nurse would come over to address any kind of medical needs.

Comm. Capers: Do you have a number of how many staff?

Mr. Cozart: We have one guidance counselor, two in-school suspension teachers, one behaviorist, a school SRO who's already there at the front desk, and at least two of the company security guards. Then you have a secretary and chief custodian. Some of the people here are the ones who were from Silk City before the Great Falls merger. We still have an SRO on site. Remember, the Adult School is still on the fourth floor. They will have no interaction, but they still need to have that building secure anyway. We have one more guard than what we already had.

Comm. Capers: Can you use substitutes?

Mr. Cozart: Right now we have a teacher with this title and he's an in-school suspension teacher at Kennedy High School.

Comm. Capers: We average about 35 kids a day. I'm looking at this districtwide. We're looking at two teachers of in-school suspension. I guess they're going to split up in two. They're not going to mix the population. How are we going to stack it? I see it at capacity right away because of the culture change and the option for administrators to send them here.

Mr. Cozart: The deterrent is the administrator really has to say this child really needs to have a 10-day suspension because they did a, b, or c and be able to have the supporting documentation for it.

Comm. Capers: If the Silk City administration says we can't support it or we're booked, what does the school do with that child? Send them home? What leverage do they have? That's why I said the policy has to change. If Silk City and the assistant superintendent say no, does the principal have the leverage to send that kid home or give them a 3-day suspension?

Mr. Cozart: The principals have the leverage of giving kids suspensions within the guidelines already.

Comm. Capers: I get you. If we're trying to cut out out-of-school suspensions, if they can't go to Silk City, is that principal still going to send that kid home and go around the program?

Ms. Shafer: We have a code of conduct and we have Categories 1, 2, and 3. We're only looking at Category 3. If you commit a Category 3, you should end up in this program. What we have seen in the past, and this will help correct it, is that maybe I committed a Category 2, but you're suspended for 10-days.

Comm. Capers: All the time.

Ms. Shafer: Can't do that. Now you have a whole lot of eyes monitoring it as it's happening. Right now we find out after the student has already been suspended for 10 days that it may have been a Category 2 or 1. We're trying to tighten that up. We have to stop suspending kids for whatever reason. You have a code of conduct. You need to follow it and we have three different categories. Category 3 is going to this program. When that paperwork comes and somebody committed a Category 1, what are you doing here? Nobody was watching until after the fact.

Comm. Capers: Sometimes the Category 1 offense could quickly go up to a Category 3. I see that all the time. They commit one offense and then it just escalates. They did the worst thing ever. That's why I'm trying to figure out the communication from the district to the school. I already know what the school is going to do. If that kid is a problem and he did a Category 1, they just want him out of there. That's why I'm saying we have to have the eyes. I see this all the time.

Ms. Shafer: That's why we're doing this. We see it too that you've committed a Category 1 or 2 and you're out for 10 days. That's got to stop.

Comm. Simmons: Madam Superintendent explained. Say a kid does a Category 1 or 2, the parent has the right to appeal and that comes before the Board. We've dealt with those in the past where the Board has actually looked at the case and overturned what the school did.

Mr. Best: Only for bullying.

Comm. Simmons: We could.

Mr. Best: We have the authority now. We haven't done it yet.

Comm. Simmons: That would be my guess when we talk about goals and communication. That's part of the communication process, to let parents know that they can appeal. If they feel that it wasn't warranted, they have the ability to appeal that and they can come before the Board.

Comm. Capers: We see a lot of stuff after the fact. The kid is seven days in.

Comm. Castillo: I think that's what we're trying to address so that we're not finding out two or three days or even a week after it happens. We don't want to hear at the next Board meeting. How do we know it as soon as possible and making sure that each student is getting a fair assessment? If they're suspended, why are they suspended? Does it make sense? If there is a reason, then for them to get the counseling that they need? That's what I'm getting because this is the first time I'm hearing the presentation. That's what I'm getting out of it.

Mr. Cozart: Just to add to that component, you will all be receiving Category 3 suspensions. When you receive the SRI report from Ms. Powell, it tells you what the infraction was. When you get it at least a day after from Ms. Powell it tells you what the district did, whether it a 5-day or 10-day suspension. Now you will see that in real time also. Again, you should not have the frivolous suspensions. Principals are going to have to stand on why they're doing it because they could be held accountable for the numbers. They have to say why this suspension and what's the rationale for it.

Comm. Capers: I agree. I don't want this to be seen as a babysitting service for the district. That's what I don't want to see. I deal with this every day and there were teachers and security guards that want to do this every day. This should not be a babysitting service and that's what I see in terms of the execution of things. I see a lot of cracks here.

Comm. Simmons: My question was around the data. Is there a reason everyone is not using Infinite Campus?

Mr. Cozart: Everyone is using Infinite Campus, but as a district we have not rolled out the behavior module for everybody. It's coded in Infinite Campus as a regular attendance component. It's a separate module within Infinite Campus for it to go into the referral process and make everything paperless. This is why we have not started that process.

Comm. Simmons: Is there a reason we haven't?

Ms. Powell: When we converted the system back over last year we went back into Infinite Campus. We did not have the behavior module. It is slated to be rolled out this year. We have 17 schools that are using it and we want the entire district to use it. That's on my PowerPoint this year. This year it will be rolled out to all of the schools. I'm bringing it to Cabinet on Wednesday to make sure that everyone is aware and on board with it.

Comm. Simmons: Those 17 schools are just a pilot?

Ms. Powell: Yes.

Comm. Simmons: Will it coincide with the rollout of this program? If not, you can't catch up.

Ms. Powell: I wanted to make sure that everyone was aware that this is what we're doing and this is what's happening. I will be prepared to roll it out to principals at our administrator's institute. We will be talking about that in August.

Mr. Cozart: When you look at the behavior module it goes by the marks. I was suspended for one day. For that one day all of my teachers put me down OSS. If I have eight classes, I'm getting marked eight times, nine including homeroom. It means the numbers are skewed at the end because it shows days, minutes, and periods. Right now when you pull up the attendance abstract, we can get you all that. It's telling me how many days, minutes, and periods of attendance marks. Even though I was suspended on Monday, all my teachers get the same code. When you do the extract, it pulls up periods 1-8.

Comm. Simmons: So it looks like more than what it actually is.

Mr. Cozart: Correct.

Comm. Simmons: Is there a way to correct it?

Mr. Cozart: In the past we had to manually count and extract which ones were repeat students. See the report you get each month now? That's why when they do the reports, they go by initials.

Comm. Simmons: Is there a way in the module to correct that so that we don't have multiple occurrences?

Ms. Powell: I have to look at that.

Comm. Castillo: Ms. Powell, can you explain what the behavior module is?

Ms. Powell: It will allow them to go in and record the conduct of the students. You can upload it into the Infinite Campus system.

Comm. Capers: Is that mandatory for all teachers?

Ms. Powell: It's not. We haven't rolled it out. That's what I was saying.

Comm. Capers: And the parents can see it in real time too.

Ms. Powell: It's not for parents. It would be for teachers.

Comm. Capers: If I log onto my child's Infinite Campus, I can't see write-ups or anything?

Ms. Powell: No.

Comm. Hodges: His question is a relevant one. They certainly have guided me with some things I was unaware of. I'm not against his questions.

Mr. Cozart: To answer this question, they would be able to see the resolution, not the individual write-up.

Comm. Simmons: That write-up might include another student.

Comm. Capers: The parents can see that something happened.

Ms. Powell: I would want to verify that. I want to make sure that's on the portal.

Comm. Capers: I want to see if a fight happened and if my child was involved.

Mr. Cozart: It's on the resolution portion of it.

Comm. Hodges: This is a Restorative Justice operation with teaching support. Your goal isn't to educate this child.

Mr. Cozart: Not to provide new, but to reinforce what they have.

Comm. Hodges: If they're given the work, which is new, then somebody has to...

Mr. Cozart: The teacher won't be giving brand new work without them explaining it.

Comm. Hodges: But they're not in class. By day 10, they have moved ten days ahead and the kid is not getting the instruction. They're behind. They're not getting the help. It's not being explained to them. It's not being worked out. It's in history, English, math, or whatever it is. You have two teachers. How do they cover the vast variety of subjects? You have 45 students from 6-12.

Ms. Shafer: This is similar to what they do right now in in-school suspension and with home instruction. You could have a home instruction teacher. It could be a social studies teacher. They go to the child's home and have all the work from every teacher in the school. They bring the work to the child's home and the teacher gave directions for what the child has to do. That teacher is there as a support to help and advise the student. The home instruction teacher is not standing there teaching mathematics or language. Keep in mind they're a social studies teacher. It's just removing the child from being home to get that hour of instruction to a more therapeutic Restorative Justice educational setting where they receive the home instruction, plus the counseling, plus the Restorative Justice.

Comm. Hodges: How many classrooms? You have 45 students. That's three classrooms?

Mr. Cozart: We have over 13 classrooms. We have the basement, first, and second floor of the building.

Comm. Hodges: You have two teachers.

Mr. Cozart: We have all that space in the building. We have opportunities for them to grow so we're not limited to three classrooms only. The plan is to eventually start bringing more kids into the program.

Comm. Castillo: I understand the idea of the program. When you get a home school teacher or someone from the district to come down it's a one and one. The teacher may be a social studies teacher. She might be able to sit down and explain something to you. They're sitting there and you can ask them a question. They may not have the immediate answer, but may have some type of information. As opposed to one teacher to fifteen students who are all getting some instruction that they have no idea what's going on. Them being able to explain it to them is almost an impossible task, especially if you have a sophomore, freshman, or junior taking all different classes. For one person to be able to provide any type of assistance is difficult. I'm not going to go into the new learning because that's a whole different idea.

Comm. Hodges: The geometry piece is not a simple thing. If you're an English teacher...

Ms. Shafer: Right now with home instruction you don't have the math certified teacher. They're not teaching geometry. The additional benefit with this program is therapeutic and behavioral so that students hopefully do not keep doing the same over and over again and have 70 days of suspension, bad behavior, and then end up getting themselves in trouble with the law outside the school.

Comm. Simmons: If I'm hearing you correctly, this is just to get to the root cause of whatever the issue is and hopefully resolve it so that we have students coming back and becoming more productive and not getting into the same situations.

Ms. Shafer: Some of our kids come to school with a lot of problems and issues, things that happened the night before somewhere, something they may have gotten mixed up with and didn't intend to. Things happen and then they act out. We need to be able to provide them with some coping skills and this is just a small setting to do that where you have somebody who can do Restorative Justice circles and help them talk things through because they don't have that opportunity anywhere else.

Mr. Cozart: Part of the forms that we have addresses all that information. The students will have an exit interview of everything that happens at the center – what they did, what were the circumstances, and Restorative Justice practices. Everything will be laid out and given back to the home school and shared with the guidance counselor to follow up on it.

Comm. Olivares: While the children are in suspension, the work that they get is the work that the teacher is assigning to the other students in the class. Am I correct?

Mr. Cozart: Yes.

Comm. Olivares: The idea is just to keep them caught up so that when they come back, they're not completely lost.

Mr. Cozart: That's our intent.

Comm. Redmon: This is just a statement for the staff. What are we doing about the staffing for the program with the budgetary constraints?

Ms. Shafer: Right now we have those four positions that David went over plus the security folks. What's most important there is that you have some behaviorists that can help the students, a counselor, and the two teachers so they have a rotating schedule with the students. If the money becomes available, we can add staff. If we can't, then this is just a start.

Comm. Redmon: How long can you sustain this program based on the staffing issues that we have now?

Mr. Cozart: There's no new staff involved. They're already budgeted positions.

Comm. Redmon: I know. We hope that this program doesn't grow. If it happens to grow, we're going to need staff to support that.

Ms. Shafer: If we want, we can do a 6-8 or a 9-12 program. Then we can see what the staffing and finances looks like so that we don't find ourselves in a situation where we have more students and not enough staff, and we don't have money to have additional staff.

Comm. Hodges: You have 45 students. How are they going to be divided amongst the classes? How many different classes will you have?

Ms. Shafer: We have the two in-school suspension folks. We can't have children that are vulnerable on a large Restorative Justice circle. You probably want to keep that between 8 and 12 students. It would really depend on how many students we have. Some of them are going to be going to the behaviorist individually. You have the group that's doing Restorative Justice in the 8-12. The remainder will be in the two classrooms.

Mr. Cozart: Then they rotate.

Ms. Shafer: It's rotating so that everyone gets to go through Restorative Justice, gets to see the behaviorist, and has the educational component.

Comm. Capers: What does professional development for the staff look like? Let's say one of the behaviorists is missing, you said we're going to try to put substitutes in. What is the professional development and training for Restorative Justice and behavior modification?

Mr. Cozart: We have an administrator already who has been trained on Restorative Justice. That person will be on site at least two days a week to provide training to the staff members as well as to conduct some groups themselves. We have that component and we will continue to grow that process. We have someone already who's been trained who will train the staff members as well as the principal who's going to be there full-time.

Comm. Capers: Are they going to have daily meetings on everybody's progress?

Mr. Cozart: Yes. That's why in the teacher schedule the kids are having two periods of instruction, lunch, and in the afternoon they have two again. From 1:55 to 3:10 this is the time in which teachers are doing this. They're doing a reflection on what happened today and what can we do. That's when they sit down and talk with everyone involved. Everyone can come together because they have logs for the students and those logs will be sent to the child's home school.

Comm. Capers: Let say there was a fight in one of the high schools with five people involved. Do all five people go to this one school?

Mr. Cozart: It's going to be up to the principal's discretion. We don't want to have the fight reoccur there. The principal will have a lot of say as to what happens and which person. To answer your question from before, a lot of kids who are receiving multiple suspensions are the same kids who may be referred for alternative placement or disciplinary hearings. That's why Ms. Payne is also involved in this process. She will be coming into the process to also assess why they're there. That's when the parents hold the meeting and give them the opportunity to return to school. Ms. Payne is also involved in this process to assess the students' needs.

Comm. Rondon: Is this going to be up and running from day one?

Mr. Cozart: Yes. We plan to have everyone in place, with no kids of course. If the program is approved with the modifications we're asking for we want to be running in September. We already have the administrators in place.

Comm. Hodges: What happens to a child who is referred for a second or third time? These are repeat offenders.

Mr. Cozart: By that time Ms. Payne should also be receiving a disciplinary hearing request to find you whether their school is appropriate for that child. That child may not be in the right place. We do not want to have a lot of repeat offenders for Category 3. I apologize for not showing you what Category 3 offenses are. They're fights and weapons. They're very serious infractions. This is not cutting classes. This is not cursing the teacher out. This is for fights. They're harming themselves or others on or off campus. Those are the real hardcore suspensions we're looking at here. When you have multiple offenses, that's when those students will be referred to disciplinary hearings by Ms. Payne. She will determine whether or not and where the child goes.

Ms. Shafer: If the Board gives us the go-ahead to move forward, then we need to iron out the transportation. We need to look to policy and refer to the Board where changes

need to be made so that we can move it forward. We didn't do any of that until we got feedback from the Board.

Comm. Castillo: You're waiting for the go-ahead from this Board today?

Ms. Shafer: To proceed or if you think that we shouldn't do it.

Comm. Castillo: I'm just making sure that I understand the timeline. Do you want some kind of direction on where to go with the program? Then you would iron out those details and come back to the Board for a final approval? That's what I'm trying to figure out.

Ms. Shafer: What we're doing tonight is getting feedback from you. I think you have some great ideas and things we need to look into and make some changes. Then we come back. We don't necessarily have to open September 1. We can put in place some of the changes that you've already brought to the table. I think we should look at whether we want to do 6-8 or 9-12 to start off and see what the numbers look like and whether or not we're going to get additional staffing. Then we also need to look at the policy. You may think tonight we don't want to go in this direction, which is fine. We'll stop if you tell us no. If you want to do this, then we will move ahead and put all the other pieces together.

Comm. Ramirez: Obviously there's an issue the Superintendent and her Cabinet are looking to address. That's why I think it's good everyone has brought very valid points. What she just stated is what needs to happen. All these changes we've brought up they'll find solutions to and present something to us. That being said, can we look into not renaming Restorative Center? If you google that name, drug addiction centers come up and things for people who are incarcerated. I think we're going to end up putting a stigma on the kids that are going to go here with this name.

Mr. Cozart: We'll look into that.

Comm. Redmon: Comm. Ramirez hit what I was going to say. I think this is a good plan that we should put into action.

Comm. Hodges: What is the restorative curriculum? Is there a set curriculum or approach that's going to be used throughout the process? That's what the primary goal is. Who's going to be developing that?

Ms. Shafer: We had staff go with Linda Reid and Rosie Grant for training. They have come back and they do it in those schools. Rosie also goes around and monitors some of that. We have a principal who has been trained who will be onsite and is a trainer. Rosie will also be partnering with us. There's a whole set of programming manual that we have to follow. If you don't do it right, it could be serious.

Comm. Hodges: That's right. That's one of the things that the Board should be looking at. What are kids going to be receiving, which is why I'm so concerned about the academic part of it? Your primary focus is changing their behavior and modification. We need to look at that and have some sense of what's being offered. Rosie did some with us, so we have some sort of understanding.

Comm. Castillo: But there's more.

Comm. Hodges: That's right. It's an extensive program. That kind of idea would be helpful at some point so we know what we're actually putting our children through and making sure it's consistent and uniform.

Comm. Capers: I think that this is great. I think we should roll this out. In-school suspension and all that stuff is needed in the school system, but we need to fill all the loopholes first. I don't think this program is ready to be rolled out as of yet. There are a lot of things that need to be answered from all the members.

Comm. Castillo: We're all on the same page. I know you've been writing away back there. I guess we'll just wait on the final timeline on what it looks like and for the administration to come back and give us the program outline. When should it start? What should it look like? What should our students be expecting? I know Comm. Martinez has an idea for a name that he will be forwarding to you.

Mr. Cozart: And the grade levels.

Comm. Castillo: I agree with Dr. Hodges. What is the restorative curriculum look like? I think that's extremely important for us to know.

Comm. Hodges: I'd also like to know if a child gets eight days they're going to be transitioning in and out. You may have spots opening. It's going to be very interesting to see how you do that. They're not going to be there for the same time and going through the same process. When they come in, this class may be at this initial step. They haven't had the first...

Comm. Castillo: Also, if you're suspended for eight days, do you get into the program? Or is it just 10 days?

Mr. Cozart: Category 3 is 3-10 days. 10 is the maximum.

Comm. Hodges: You won't be at the same place in the Restorative Justice program, unless you find some way to...

Comm. Olivares: I understand his question. It sounds as if you should have the same exact program starting every single day of the week so that they're all at the same pace. The group that comes in on Tuesday will all move on at the same pace.

Comm. Castillo: That becomes a staffing issue too.

Ms. Shafer: You have your academics, Restorative Justice, and behaviorist. What could happen is those students who came in on Monday are in this group with Restorative Justice. That's how they move through the cycle. Those that came in on Tuesday come together and they move through the cycle. They would stay together. I know exactly what Dr. Hodges is bringing up. We have to make sure that the kids stay together as Restorative Justice goes. You can't just enter a circle on any given day. It becomes problematic. There's a lot of trust and things that happen in there. We will make sure that we take that into consideration.

Comm. Simmons: Is there a way to get the data on the number of suspensions between 6-8 and then 9-12?

Mr. Cozart: Right now we have to do it manually. Even to get the report we have now, we have to go back to each monthly report and we have to do the totals by grades. Once she adds the Infinite Campus component, we can just do it by grade levels.

Comm. Simmons: That information would help us to determine where we should start.

Mr. Cozart: The highest numbers we have now are the high school numbers.

Ms. Shafer: We'll put all this together and come back to the Board.

HIGH SCHOOL AND PROGRAM STRUCTURE

Mr. Crespo: This PowerPoint may have been revised a little so I'll make sure that you get an updated version. It's very important to note that this is an informational PowerPoint. There are no slides saying we're moving in this direction, but to know where we are currently. Like I said, you'll get a revised version. We'll look at the high schools, the organizational structure, pathway themes, programs, certification programs that have been instituted within the last two years or so, structured learning experiences that we are starting to implement and starting to have staff that's able to create these opportunities for our students, and some of our course offerings. We have 14 total high schools. This year we have a merger with Silk City and Great Falls, bringing our number to 14. Each one is unique whether it comes to STEAM, whether they have a CT program or not, or just a pathway. We'll get into that a little further. The structure of the high schools has changed a bit this year. For example, last year we had all the high schools under one unit. This year they are under multiple units with different assistant superintendents overseeing them. That's one. For the most part, while our principals have stayed the same, our vice principals might have changed a bit because of our reduction in force, which left different vice principals to be placed in different areas. You have that information in front of you for all the schools. I won't read every school and every principal. It is positive that we do have some consistency in our principals now. Like I said, some of their assistant principals, vice principals, and assistant superintendents have changed. Let's talk about CTE and the history of it for a second. In 2016-2017 we had 13. You see a big decline in 2017-2018 and then we rise back up. In 2016-2017, Academic Services went in and did an audit of all the programs. They found some of the teacher certifications that were in those programs, while they are able to teach the programs, they were not specifically in a CTE program. We were in constant communication with State and they said let's pull back some of those programs, remediate them, and then go for approval again. That's what we did and that's why you see 13 go to 7, 9, and back up to 13. When it comes to Perkins funding, we don't know the formula. They don't tell us the formula. We have allocations come every year and the initial allocations are never what you're going to get. We might say allocations that say you're in line for \$600,000 and then it ends up being \$300,000. That could be used for professional development, technology, and for certain certifications. It's important to note that. Here are some of our actual CTE programs. Wherever we have the information on how many there are statewide, we put that in there. This Rosa Parks one is brand new to this year. As you can see in SET, there are only four programs statewide which makes it a very unique program. At HARP we have our Nursing Assistant Aid Patient Care. At CAHTS we go to our food preparation, cooking, and don't forget the marketing and management that gets associated with running a kitchen.

Comm. Hodges: Is that all you are trying to accomplish?

Mr. Crespo: No. This is what we have and these are approved CTE designated programs by the State. What we have in CTE and what we have in different locations or even different areas of study that can be different. But when it comes to CTE, which is directly Perkins-funded, this is what they are teaching and this is what they have approved. There's a list of Perkins-funded CTE programs that can only receive that funding and that funding has to stay with the school and with the program. Whatever purchase you make has to stay with the school and with the program. For example, if you bought a laptop cart specifically for a program, it's designated for that program and has to stay with that school and with those students.

Comm. Simmons: In all of these programs, are the students being prepared for some type of certification?

Mr. Crespo: We will get to certifications, but some more than others. There is an end-of-program State assessment that is taken for completers. That just certifies completion of your pathway in high school. In other cases, we have certifications that help you receive employment later on or might put you on the top of the list for some.

Comm. Capers: I didn't see the automotive at Eastside. Is that there?

Mr. Crespo: Right now, it is not a CTE program. While they might have classes for it, it is not designated as CTE. Specifically for CTE, you need a three or four course pathway. You also need a certified teacher in that specific area.

Comm. Capers: They're not teaching that? I thought Eastside had it.

Mr. Crespo: It's just not CTE.

Ms. Joanna Tsimpedes: They offer the courses, but they don't lead to a program certification nor does it receive funding from the State from Perkins.

Mr. Crespo: That Perkins funding won't go for that. This is informational now, but I know that in the future that's one of the CTE programs that are there that we are looking into going forward.

Comm. Castillo: How many programs or recognized career paths are under Perkins?

Mr. Crespo: 13. For the State, there are a lot.

Ms. Tsimpedes: There are all different ranges.

Comm. Castillo: Is there a specific reason why out of those hundred we only have thirteen?

Mr. Crespo: This exactly what we have staffing for and what we have certification for, to remain in compliance. Remember, in 2016-2017 we had 13 and we went down to six or seven.

Ms. Peron: Because we did the audit and we didn't have certified staff, nor did we have the correct curriculum.

Comm. Castillo: That's what I'm trying to wrap my head around. If we would have more certified staff in that particular area, then we would be able to have more of these programs?

Mr. Crespo: Absolutely, and classroom space.

Comm. Hodges: But that should be one the discussions the Board has to dictate the direction of. We want to improve this, that, and the other and find some way to do that.

Comm. Castillo: This is one of the reasons why we've been asking for this. There are many challenges, period. In the high schools, we have to start somewhere. It's something we've been talking about, especially in the I&P committee for a while. We gave the staff the opportunity to get it together and bring it to the Board. How much funding can we get from Perkins? What's the maximum amount that you can get statewide?

Mr. Crespo: In the last few years, the most we received was \$315,000 or something like that.

Comm. Castillo: But that's Paterson.

Mr. Crespo: I know there are other schools or districts that have received \$600,000.

Comm. Castillo: And that's still associated with the personnel? I just wanted to make sure.

Mr. Crespo: My hope is that this informational PowerPoint can help in making those decisions and making a proper action plan to get where we want to be.

Comm. Castillo: This goes back to one of the district goals we just had, finding non-traditional staff to come in and possibly teach.

Mr. Crespo: There's actually an issue with the State where they've had problems trying to get staff to get these certifications. These people are in their industries and right now they're being told if you want to teach this, you can do this. They've actually reduced it a little bit in order to make people more accessible and make this a career option.

Comm. Simmons: How is the certification determined? If it's SOIT or ROTC, we see military personnel or former military personnel. Whether it SOIT or HARP, is that personnel former something?

Mr. Crespo: They are and they have the proper certification. Any CTE program we have now has the proper certification and possibly with that could've been industry experience. It didn't have to be, but most of our CTE teachers coming into profession now have that experience and don't have that educational background. We could have a combination of both or one or the other.

Comm. Hodges: There needs to be a bigger discussion by the Board as to what we should be offering, as opposed to what we're stuck with.

Mr. Crespo: This is just telling you what you have. You're not stuck with anything.

Comm. Hodges: We are because this is what we have.

Mr. Crespo: What you have, but not where you want to go.

Comm. Hodges: That's right. For instance, computer and information systems are okay, but that's not just what's available. There's so much more that's available and possible, certainly with HARP. I have a particular concern about that. There's a bigger range that's possible and we're not doing it. We haven't begun to attempt to either. There's engineering, which is a whole lot of things. I'm just saying that this can't be the last discussion and we're going to have to help you plan right.

Mr. Crespo: This is the beginning.

Comm. Castillo: This is the first discussion. As you may notice, two of the goals are around this. Obviously, it needs more than that, but it's just to keep us on track. One is the district goal and there's one from the Superintendent. Let's audit what we have so we can figure out where in the world we're going. This just opens the discussion about what we can do next. This can definitely be a planning year for some. There will be things that maybe we can change for next year. Others we might have to plan a little further, but at least we can create that kind of strategic plan for the high schools. It will put us on that path of where we want to go and how we're going to get there.

Ms. Shafer: As we go through this, I anticipate us quarterly at a minimum reporting out to the Board where we are, what we found, and what are some options. Let's just take SOIT. We may bring something forward that is 21st Century and what careers are going to look like and you may say let's get rid of those and add these new ones. Or you might say let's keep these and only add some of the new ones. Whatever! But that's the whole purpose of bringing to you what it is that could be available and what's available now through the State that can also get us some additional funding.

Comm. Simmons: I'm just going to echo Dr. Hodges. This is where the compendium comes in, so we would have an idea of what actually works. What's working? What's not working? Then we can make an informed decision on what's there and where we need to go.

Comm. Redmon: The culture of PANTHER Academy is changing.

Mr. Crespo: Part of the P-Tech grant is that it has to be CTE-designated. Those are some certification programs. We offered 10 this year. Eight were implemented and six had some successful completers. Here are some of the 2018-2019 offerings and the schools that access them and use them. Here are some of the students that took the assessments, completed the assessments, and were awarded some sort of certification. Not all are industries. For example, the Financial Literacy Certificate is really an academic certificate just certifying that you have had a history of financial literacy throughout your K-12 experience and now you are proficient in that area and you understand it. We had 77 students pass that. For 2019-2020, we have a few new ones that are about to be implemented – Quickbooks, Microsoft Office Specialist, culinary industry, automotive, phlebotomy, pre-police academy, and entrepreneurship. Structured learning experiences - a very important component to our high schools and what they're doing and their themes is a structured learning experience. That is a method of obtaining credit through volunteering community service. It could be an internship, paid or not paid. Many of the programs going into next year will have them. When we started looking at it a couple of years ago, we realized that we didn't have SLE certified staff. We made sure that we put a focus on that. I think by the end of next year, we'll have at least one in all the academies. Here's a breakdown of what we have currently. This allows you to get credit outside of school. The people that are certified in this still meet with the students, go to the workplace, and they receive credit. Here are some themes and course offerings and it lists how many have a P, how many have

due enrollment, and have many have honors classes in the different academies. As you know, we increased in the last two years our AP and dual enrollment offerings. This year we'll have every school involved. Last year, I think we had one school that did not have AP because of its structure, but we are rectifying that for the upcoming year. STARS Academy actually does a great job with our structured learning experience and going out to the workplace.

Comm. Hodges: DE courses are what?

Mr. Crespo: Dual enrollment.

Comm. Capers: Have you ever thought about expanding the IB program and then putting Garrett Morgan in STEM Academy or PANTHER because it's under the same umbrella?

Mr. Crespo: I think that's what this is about, thinking about the different options that we have and what we can do with the different academies.

Comm. Capers: I'm just offering an idea. Did we ever think about expanding the IB program? I think that's a hit in this district. Or we can expand International - either one.

Mr. Crespo: IB does have a CTE recognized component under the IB umbrella.

Comm. Capers: That would save the district money, if we take Garrett Morgan out. Because they already have teachers in STEM or PANTHER, we don't need all the engineering teachers.

Ms. Tsimpedes: You would have to look at the programs that they're offering. Remember, PANTHER is going to become a P-Tech school. Every year we're phasing in 60 more students. In four years, there will be a total of 240 students who will be part of that achievement of having an associate's degree within six years within the certified pathway as for Perkins because it's going to be a CTE program. One of the things we have been talking about is when we're looking at Paterson Catholic, that building becomes empty. What do we do? One of the things we want to do is maximize our science programs that we have and ensure that we have teachers in the building being able to offer the different courses that we want, especially when you're looking at 21st Century courses and being able to be competitive in today's society. It's very hard when every building is competing for the same teachers. You're looking for an engineering teacher here and an engineering teacher there. That's one of the conversations that we do want to have in terms of how we maximize what we have in the district in order to maximize the potential for our students so that they're getting what they need and we have the teachers in place. You almost have a hub where all your science teachers are together. You have teachers who are specializing in specific science areas. Now you're not limited to only having one teacher but perhaps having two teachers and offering multiple courses based on what the pathway is or what the need is from the students. We have to take into account what the students want in terms of the science field because it is expanding. We have aquaponics and we have different types of sciences with regards to sustainable resources. These are things we need to take into account. To answer your questions, we are looking at that, but that's something that needs to be discussed here when you're looking at your pathways also.

Comm. Capers: I know that the new Don Bosco is going to be the hub, but we have to do something on the high school level because we don't want to lose those eighth graders to any other educational entity.

Ms. Tsimpedes: Agreed. That's why it's important to look at the pathways. Middle school is where you have to watch where you're going with your kids. If you entice your students in the middle school to look at the different programs that we offer here and want them to stay here, then you have that feeding school. If Don Bosco is going to be a science center, where do they go? What are the choices that they have? How are we competitive with what up the hill offers? That's what we have to look at. What programs are we going to have so when our kids leave from the middle school they go here rather than lose them?

Comm. Capers: We have to be ready for that. Is Don Bosco going to do the feeding to other educational entities?

Mr. Crespo: These are the offerings that have increased from the last two years giving the students more opportunities and access. These are some of our partnerships, dual enrollment, and articulation agreements. Hopefully, this gave you a snapshot and started you in that mindset of thinking where you want to go as the Board gets together to think about the future and the organization of our high schools.

Comm. Capers: The last slide you did on the partnerships, how are those partnerships?

Mr. Crespo: We have contracts that we make with the different colleges depending on what their offerings are and if they align with what we need and what the students want.

Comm. Capers: Do you feel like our students benefiting? Or are they benefiting financially off our dollars?

Mr. Crespo: Our students are benefiting because in some cases students are leaving with 20 or 24 credits. We're almost eliminating the first year of college. If anybody knows what college costs now, it's ridiculous.

Comm. Capers: How many schools are giving us that opportunity? What colleges or universities?

Mr. Crespo: Remember that you receive a transcript from that college. You can take it to the college that you're actually going to attend.

Comm. Capers: They can go to Rutgers University?

Mr. Crespo: Yes, they can go anywhere they want.

Comm. Capers: Even Seton Hall?

Mr. Crespo: Yes.

Comm. Redmon: If they take it, yes.

Comm. Capers: When are we going to have more input or another Board discussion about high schools, pathways, and all the stuff we're talking about? What's the next step from here? I know that we're having this retreat and a discussion, but what is the next step for the district?

Ms. Shafer: We're taking all the information and we're going to come back to the Board with all your issues and concerns, either as part of the program as we move forward.

For the high school one it's really us doing some research as to what's out there, what's available, what does the State offer as a CTE that can give us some additional funding, what are the pathways that are out there, what are the courses that we need to have. We're going to have those pathways and then bring all that information back so you have everything you need to make some decisions as to what direction you want us to go in.

Comm. Capers: I think facilities needs to be a part of this discussion as well so we know what the buildout and the schools look like. They know much. We can have the conversation together so no department is working against each other.

Mr. Crespo: Depending on the program you want to implement there are certain guidelines that have to be followed and some are easier than others.

Ms. Shafer: That will all be part of the whole plan.

Comm. Hodges: We are competing with other schools. We need to know what they're doing and how our kids are doing and what we need to do better. That total discussion needs to occur as to where we are and how our kids are performing. Then we can decide how to direct more money in certain areas depending on what the performance levels are, versus what's happening with our competition. When you're coming out of eighth grade and you're looking to decide where you want to go is how competitive the schools are at the high school level so we need to know that. Those discussions have to occur all throughout this year more than quarterly. We need to get this information as we decide with limited resources where we're going to put money.

Ms. Peron: I just wanted to give you the information that you asked for. There are 16 career clusters and 79 pathways. We can send you those career clusters and the pathways.

Comm. Redmon: To answer your question in the beginning, the Board requested that we do a retreat on our high schools to see the performance. We asked Ms. Shafer to get the data for us and this is what she's presenting. We knew that this was only the beginning to know what are high schools are doing and what we actually have. We asked for this in March when we sat down at one of our Board meetings. She's now bringing it to us and this is the reason we're here. This is not a final discussion on high schools and how they're going to change. We're going to be doing more meetings to make sure we have more information and input from Commissioners.

Comm. Capers: I appreciate that. Are we going to tackle this aggressively? How fast is it going to move? I know we're going to have more discussions, but that term around here could be next year.

Comm. Redmon: It was an aggressive approach because when we were trying to do the five-year strategic plan, we were trying to also mirror that into our high school portfolios. If we have to change some things, this was the time to start changing it because it was included in our five-year strategic plan.

Comm. Hodges: I guess we want to be doing things well and not just doing them. Part of the discussion really has to be how we are doing them now, which won't be back until November if you want to look at last year's performance levels. This is a serious discussion. This is not a frivolous one. The money is a limiting factor. We're going to have to make some choices about what we want to establish as our abilities to do well.

Comm. Capers: I say money and opportunity, to give our kids that opportunity in the job market now and 10 years from now. I agree.

Comm. Castillo: I think that's the idea we're going after. It's not something we want to have a conversation today and not have another one until next year. It's something that we want to focus on and create a plan for next year's steps. I'm not saying we can fix it all in one year. I'm saying that this year at least we can create that plan on what we want to do moving forward. Obviously, we don't want to just make decisions with zero planning. We all know how that's worked out. We want this year to be a planning year. It's something we want to have various discussions about. That's why we had the retreat or the work session today. I think the other ones were too packed and we wanted to make sure that we had some time to see everything together.

Comm. Hodges: This one is packed too.

Comm. Castillo: I want to make sure that we get this information before the school year starts because, as I stated before, I want us to have the Board goals as well as the committee goals. I want to make sure that we have this presentation because this topic will fall into various committees. It's about creating a list and starting to check things off and accomplishing things little by little. I know we want to do everything, but we have to start somewhere. I know I&P is going to be focusing on this this year. It's something that you can collaborate in the workshop with personnel and finance. I&P will be heading it and bringing it to workshop meetings so that we can all discuss findings and results and we can come up with a collaborative solution or next steps.

Comm. Hodges: We also need to talk about what jobs are going to look like in the future. That information is important to help us plan where we're going to direct students, not only at the high school level, but also in the middle school. That's where we need to channel it or at least expose them.

READING PROGRAM

Mr. Crespo: We will take a brief look at our first year of implementation, program and financing, professional development, successes, challenges, some teacher feedback that we received, unit assessment data, and grade level reading data. It's a four-year payment structure. Two payments have already been submitted. There's our remaining balance. While we're paying for four years, there's no interest. It's six years of digital access, six years of printed materials, interactive online texts, task and assessments, and consumables. It's no impact on the school budget. For example, if we didn't have the six years of resources in the contract, any consumable or printable materials, the school would have to purchase on a yearly basis using that budget. We did put everything in the contract so that wouldn't happen because we didn't want implementation to be impacted by that. In 2018-2019 we had about 103 districtwide sessions. Six schools requested individual PD because they felt they had a need, so that was supported, and then one summer Paterson Institute session. A lot of it was the overview of the program and the specific resources, when to use the resources, how to use the resources. In 2019-2020 we have our sessions locked in, but now the focus has shifted a little bit to small group instruction and the implementation of technology during the program. We also don't want to forget about induction. We have brand new teachers that come in. We have teachers retired. We're ensuring that those new teachers that come in understand the program and that there are no hiccups as they go through implementation. Some successes – at the end of the year last year before the program even began we started our professional development. They took Unit 1 home. In essence, when they came back they came prepared. They understood the materials.

They were able to lesson plan appropriately. All the materials were in the schools and classrooms before the school year began. That's important to note. It's not like they started the school year and suddenly they were missing things. We did find students very excited to receive the materials. We conducted walk-throughs and observations in k-5 classrooms specifically looking at the implementation of the program. The second half of the school year we found high usage of the digital component, while in the first half they didn't feel comfortable, so that is an area of focus for next year. They were very happy that resources are available and differentiated to meet diverse groups of students. Challenges – we just mentioned the digital component. We really didn't have full access to the second marking period as the implementation rolled out and people didn't feel comfortable with it. Schools with the lack of technology struggled to implement the component that dealt with the digital materials. When we order we always order surplus materials for these years. As new classrooms pop up or classrooms are split, some of these materials go. We've been able to fill the last two years so that's getting depleted little by little as expected. That's why we buy those.

Comm. Hodges: How are you able to determine the degree of teacher training who have facility with the methods and understanding how you use the process?

Mr. Crespo: That's where our walk-throughs come in, surveys, and anecdotal evidence. We compare all those things to see. The ones that we struggled, sometimes principals called us and said they need training for their staff by themselves and we made sure that happened. Sometimes because of what we've seen we say we think they need a training specifically on these components because the teachers are struggling a little bit. There are multiple data points that we're looking at.

Comm. Hodges: I just wonder about a walk-through. You can misread what you're seeing. I'll just leave it at that. You can misread what you think you're seeing and it may appear the person might know this aspect of it, but not know the full range.

Mr. Crespo: I'm glad you mentioned that. We saw the teacher implementing the vocabulary portion. That same teacher, we did not go back to the vocabulary portion. It wasn't just 10 minutes. Sometimes it was 40 minutes and sometimes it was 20 minutes also looking at lesson plans. Teachers like the program and they want to be successful in it so they gave us feedback of what they needed and how they needed it. We felt pretty good about first year implementation. Again, it's only first year. These are some direct quotes from teachers, "Great for helping struggling readers." We have some positive and negatives. "Tough to incorporate all the components." For the negative ones that we received now we know that we have to cater that professional learning towards those teachers in those areas.

Comm. Capers: Did you follow up why it was tough to incorporate all components?

Mr. Crespo: They weren't used to the program. Before they had no materials and now they have a lot of materials. They want to make sure by allocating enough time for A-D. We worked on sample implementation schedules on the specific components to help them out. We talked about the online component.

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

Mr. Crespo: When they came to us with this, we took a look at the quizzes and we said let's add some different steps. For example, provide synonyms, which will start to push the learning a little bit provided in your writing. We worked with teachers on how to make sure we build that capacity.

Comm. Capers: This program doesn't offer that?

Mr. Crespo: It has vocabulary quizzes, but it wasn't as rigorous as we wanted it to be. Again, no program has every component that's perfect from A to Z.

Comm. Capers: How many teachers said that?

Mr. Crespo: About three. If three are saying it, some others might not be saying it but thinking the same thing.

Comm. Capers: Three different schools?

Mr. Crespo: Yes. Unit assessment data - before we show the data, it's very important to note that we are not comparing apples to apples because these are brand new unit assessments. What has changed? There are longer texts to read, higher Lexile level for the text that you're reading. In the past, grade 2 had the text read to them. Now they are reading the text and they're answering the question. That's unlike in the past. Here we see k-1. Again, the red is this year and the blue is last year. We anticipated there could have been some drop-off again because we have new tests and more rigorous tests. This is all in your packet if you'd like to analyze it further.

Comm. Capers: When you say rigorous tests, what is that?

Mr. Crespo: Like I mentioned, let's say we went from 500 words now to 1,200 words that they're reading in an assessment. Let's say the Lexile level before was at 400. Now it is now 650 or so. Also, it's the type of questions that they're asking.

Comm. Capers: When you roll out the more rigorous stuff, do you roll it out districtwide?

Mr. Crespo: Districtwide.

Comm. Hodges: So you actually see a drop-off in performance.

Mr. Crespo: Yes. Again, we're not comparing the same test, but yes.

Comm. Hodges: How do you interpret that?

Mr. Crespo: Two things. One, now we're exposing them to an increased level of rigor. Two, first year implementation of a brand-new program.

Comm. Castillo: I do understand. Our kids are performing and it's difficult to say because as a Board we obviously want to see our students succeed and go above and beyond. The measures aren't the same. There was a drop-off. Ten what do you do to have them come up? What are the next steps? How do we now help them? I get that it's a different exam and different questions. They dropped off because it's harder. What do we do to help them continue to achieve?

Comm. Hodges: Relative to what?

Mr. Crespo: We've looked at the specific standards that were the issue. We analyzed those standards. How are they being taught? Is that a part of the program that they just don't grasp as well? Then we line that up with our professional learning.

Comm. Hodges: What are you measuring against? I'm looking at the PARCC. Is that a reflection of the student performance?

Mr. Crespo: Let's go to the grades where it's offered. The early part of NJSLA is not offered in those grades and these grades it is.

Comm. Hodges: Right. It does not appear that it's working.

Mr. Crespo: We're comparing unit assessments, but remember they're not the same test. We just did a comparison so you see what's going on. However, this year the rigor is a lot more extensive than it was. This should provide an accurate measure of the NJSLA.

Comm. Redmon: The rigor is the core content?

Mr. Crespo: The types of questions. How long the text is. How complex the text is. It can be a short text but very complex. The type of vocabulary that's seen within it.

Comm. Castillo: I understand why our assessment percentage was different than our PARCC grades when the numbers came in previously. I don't think they aligned with last year. That's what I'm trying to get my head around, as to what exactly we are measuring.

Mr. Crespo: When we have the unit assessment, we are measuring those standards that we taught in Unit 1. How have they mastered it? Where did they struggle? That's what we're looking at.

Comm. Olivares: By looking at this I'm thinking we're able to teach them the easier material, but now they're having trouble with the harder material. It's as if we should be looking at the teacher.

Mr. Crespo: That's exactly what we're doing. We're looking at the teacher and providing personalized professional learning for those teachers in those standards they're struggling in.

Comm. Capers: Are you confident it's the teachers?

Mr. Crespo: If a teacher doesn't feel comfortable, we want to make sure we help them.

Comm. Capers: I'm sure we're doing more intervention helping the student out.

Mr. Crespo: One thing was mentioned as part of this program is it does help the diverse learning. Again, this is for year 1 of implementation. I want to see years 2 and 3 where we become more comfortable as we assist any teacher or principal that might have struggled with it.

Comm. Hodges: I'm still trapped in understanding how it helps someone in PARCC. You're not looking at the same thing.

Mr. Crespo: Yes.

Ms. Tsimpedes: I think what Dr. Hodges is trying to say is how are we using this to improve our students in terms of taking state assessment as a comparison to it. We

have our summer enrichment program. In order to identify what are the skills sets that we're going to be using for the summer program is we look at our unit scores to see what areas our students were not successful in and let's tackle those. Any time there's after-school programs or any time we do enrichment remediation we use the data that we have here that's showing us there's a deficiency and we need to ensure that our students are progressing in the right way. For this summer program that we're finishing this week we looked at the unit data from Unit 1 up until what we had until Unit 3. We did have to create the curriculum in time for it to be ready for the end of June. We looked at where our students were not making the gains and then we said these are the areas based on the unit assessment data that we know that the students will also be exposed to when it comes to State testing. We do have the evidence statement analysis where it tells us these are the skills that our students need to have in order to be proficient.

Comm. Hodges: This is saying that it's getting worse.

Mr. Crespo: You're not comparing the same thing.

Ms. Tsimpedes: It's the unit assessment from last year to the unit assessment this year. However, because we had a new series that we implemented, Wonders, we also changed the assessment items that we had. We also wanted to raise the level of rigor that we had for our students because something was telling us this wasn't rigorous enough for our students. In order to be competitive when it comes to the NJSLA they're taking in the spring.

Mr. Crespo: We don't want them to take the NJSLA and then they're in shock with the level of rigor.

Comm. Hodges: The blue is before.

Ms. Tsimpedes: Yes.

Comm. Hodges: This is giving you a truer picture as to what's happening.

Ms. Tsimpedes: Yes.

Mr. Crespo: Grade level reading data. This is the percentage by grade. Green is reading on grade level. Here we have a year-to-year comparison. We have seen some gains in students reading on grade level.

Comm. Hodges: What kinds of problems?

Ms. Tsimpedes: It could be depending on the standard that the students are not being assessed on. From our management system we're able to run performance data reports which show us what the percentages are on every standard that was assessed that the children do well in or may not do well in. We can have it broken down by school all the way down by teacher also. When schools are looking for when we have this SIA funding that comes in and schools have the opportunity to bring in extra resources and so forth, they look to us and we say these are the areas in need and they try to look at resources that will help bring up their student population. When we're looking at the data points, we're looking to say is it adding or subtracting fractions? Is it number sets? Students are not able to do the word problems because of specific standards that speak just to word problems rather than just numbers that our students are used to. Then when we look at what we want to implement we look at products here that will help our

students fill those deficiencies. We're able to break it down even more so by where the students are lacking based on the standards that are being assessed in a skill set.

Mr. Crespo: Here we painted a picture of fifth grade. We actually know the exact level that the student is in and what characteristics they need to go to the next level. We didn't paint a picture of every single level and where every single student is. We have that and we can work with teachers on that implementation.

Ms. Peron: We did give you the data by grade and cohort. It would be good to review that to see the PARCC scores.

Comm. Castillo: I would be easier to see it after these numbers. We'd have a better understanding of it.

BOARD GOVERNANCE BEST PRACTICES AND RECOMMENDATIONS

Ms. Best: There are three things that I want to address with you guys today. As part of the transition plan, the Board and cabinet leadership is responsible for participating in a Board governance best practices training session. You have already received a generic Board best practices training through the New Jersey School Boards Association as part of your mandatory training. In addition to that, I want to highlight some of the elements that are in the plan and also tell you where we are with the transition plan, how the State is going to hold you accountable to the transition plan and then get into some of the things that we have observed over the course of the last several months and some recommendations to help you move forward. At the back of your packet there are a couple of things I want to bring your attention to. The first document that I want to show you here is called Determining District Compliance with Full Transition Plan Accountability Score Card. This is in draft format right now, but this is the tool that the State of New Jersey through the Comprehensive Accountability Office is going to utilize to judge the district's performance towards the transition plan. This is a draft document. However, it should be finalized real soon. The State of New Jersey has appointed Rutgers University as the accountability office. They will be the ones who will come in and conduct a quantitative assessment utilizing this scorecard. There are five fundamental areas in which they're going to be evaluating the district. The Superintendent and her administrative team will put together information to support all the things that the State asks for to demonstrate performance towards these goals. The State is going to have three reports that they are going to conduct. In the original transition plan it says there are going to be four reports. However, because the highly skilled professionals got started a little bit late, it's going to be three reports. The three reports are going to take place at 12 months, 18 months, and then a final report at 24 months. The final report at 24 months is September 2020 and that should hopefully be when the State releases full local control back to Paterson Public Schools. Myself and my two colleagues will be done here and you will be left to your own devices. We want to be sure over the course of the 14 months that we're here to put into place sustainable policies, practices, and regulations for the district to maintain local control without any State oversight and hopefully don't move back into that direction. The first report is being put together right now. It's going to be submitted at the November Board of Education meeting for the State of New Jersey. That report will consist of the accountability scorecard. In addition to that will also be a qualitative report that will be put together by the three highly skilled professionals. A lot of times in the transition document it refers to the highly skilled professional's recommendation, our observation, what we've seen, what we recommend. The accountability scorecard has the potential based upon our observation, to change. Even though this is the scorecard today at 12

months, it may be different at 24 months. Again, right now I don't see that being an issue, but it potentially can be an issue. The next thing I want to refer your attention to is the comprehensive accountability scorecard document right here. This gives you a little bit more detail about what the State is looking for and the role of the Board and what are the penalties for not implementing this plan. On the second page of the document there's a topic here that says consequences for not meeting expectations of full transition plan. Everybody has a copy of the full plan, but I just wanted to highlight certain things so that you know what the State is looking for explicitly. If you go down to the second to last paragraph, it says in addition to the data reported annually by the CAO as described above, there are certain events that may occur either through action or inaction that are inarguably egregious as to fundamentally change the progression of the transition and require the immediate reestablishment of State intervention. I wanted to highlight this for you explicitly. If you go to the last page of this document, it gives you a list of what those areas are, A through J. As part of the budget adoption process I said that if the Board of Education failed to adopt the State budget that it would lead to immediate intervention. It's written right here as item D, failure of the Board to pass a balanced budget in compliance with State requirements. On that day if the Board did not vote for that budget, the State would immediately come back in. I want to be clear about that. It's like the next day. Immediate! Right away! No more local control. The transition plan is out the window. If any of A through J occurs, it's automatic. We were successful in passing a budget last year, but there's still another budget cycle to go. I just want you to understand that for next year as well.

Comm. Hodges: Our primary purpose is to educate kids. If we're not getting the funding to do that it doesn't matter if we go ahead and pass the budget. We're still not doing the job. That's the ultimate responsibility. I understand what this is saying, but it doesn't mean anything to our kids. Just go ahead and pass the budget which shortchanges our kids financially.

Mr. Best: The district needs to submit by law a balanced budget for the Board of Education to pass.

Comm. Hodges: It also needs to comply with what the court says, which is to provide a thorough and efficient education. That supersedes what this is saying.

Mr. Best: The Board has the ability to be more involved with the budget process. The budget calendar, which is an element underneath NJQSAC which has to be submitted, actually dictates when all the meetings are taking place, how the Board is involved in developing the budget. This year I would say, even more so than in the past, the Board has an opportunity immediately to start having those conversations. This is the soonest that I've seen the Board be involved in the budget process.

Comm. Castillo: I get it. Just to go back to the second question with the money issue, we can talk about the meetings 20,000 times and end up back in the same place as where we started.

Comm. Hodges: When we're laying off 1,600 in the course of eight years you're not providing a thorough and efficient education and our test scores support that. In each case we lost... This is not aimed at you.

Comm. Olivares: We lost 160 teachers and instead of us improving the education it's getting worse in many respects. Like Dr. Hodges said, this contradicts what we are supposed to be doing here by law. The law requires that we do a, b, and c and then they say they're not going to give us the money to do it.

Comm. Hodges: But pass the budget.

Mr. Best: Can I just add a couple of points? I've been on every side of this argument. Right now I work for the State, but prior to that I was an employee here who had the ability to lose their job as part of those cuts. Even before that, I was on the Board of Education as well. The money is the money. At the end of the day, you still have the obligation to pass a balanced budget. That means also making very tough decisions that you have the ability to take part in. It's not like you're saying you don't have enough money so you're not going to do anything. At the end of the day, Paterson Public Schools will still be here. At the end of the day, a balanced budget will be passed. You have to ask yourself are you going to pass the balanced budget or are you going to turn over that right to the County Superintendent office who will blindly go in with a red pen and take out whatever programs they feel are not needed, programs that might be a Board goal on your priority list but not on his priority list. In addition to that, there's also a local obligation of the municipality to do their fair share and pay what they're supposed to in taxes as well. Everybody recognizes the fact that Paterson needs more money. I don't think that's an argument. The question is, when are you going to get your money? The State is saying that we have a plan over the course of the next six years to increase all school districts throughout the State of New Jersey to 100% of funding. They've put a plan in place. It's in the budget moving forward. It was passed through the Senate. The Governor signed it into law. Over the course of the next six years Paterson will be at 100% of State funding. That still doesn't excuse the fact that locally Paterson is only at 50% of local tax revenue. The State is at 85% and locally we're at about 50%. If you say you need more money and you deny to pass a balanced budget, the County Superintendent has the ability to literally increase taxes 50% in one year. It's your ability, but immediate action. I'm going to move forward. I understand the pain, but you have the ability right now. I'm just going to throw this out and this is one of things I hope you consider this year. Newark has 10,000 more students than we do. We have 10 more principals than Newark. When the State looks at stuff like that, they ask why you have schools with such a low number of students. Why do you have such high overhead in costs? When other people look at our budget, who don't know the ins and outs and inner workings of the budget, they have their own feelings about where the budget should go. Don't give them the ability to take action on your budget. If tough decisions have to be made, it should be made by you because you want to. You've asked for that. Everybody here was elected by the public to make some of these tough decisions. It's tough times right now. The responsibility is on your lap. If you don't make it, somebody else will. The next thing I want to share with you is going into that and how you come up with some of these decisions and some of the things that you do is the next document, which is establishing expectations for working relationship between the Board, Superintendent, and Cabinet. This is pulled directly from the transition plan. You already have seen this before. This is information that I just pulled from the plan that talks about how the Board should be communicating with the district administration, what the responsibilities of the Board are, and what the responsibility of the administration is, and how you are supposed to work together on certain things. It's very clear about what that is. Going into this there was a misinterpretation that Board members were sometimes interjecting themselves in places they should be. I'm just going to be honest with you. In my observation, over the course of the last three months I don't feel that it's the Board's fault necessarily for doing that. It's just by design over the course of being underneath State operation for so long. The State-appointed Superintendent in an effort to be as transparent as possible has given the Board the ability to review information that normally an elected Board would not be voting on. They just wanted to make sure that the Board had as much information as possible.

Comm. Capers: Such as.

Mr. Best: I listed it in the memo. Purchases under \$17,500, donations of any amount, etc. Most school districts go ahead and do that. Simple things like field trips. Some schools still submit field trip requests. There are still conversations that happen regarding how many counselors are going to be on that field trip. The utilization of facilities on behalf of the community, such as if the community wants to use it or if the church wants to have an event at a school on a Sunday. Those are things that are normally done administratively in most other school districts. The Board through the policy process has the ability to curtail and determine what they want to see. However, what has become the custom and the practice is not necessary for the Board to fulfill their obligations in terms of governance. It's had an adverse effect where you're getting so much information now that it's hard for you to make the type of informed decisions that you need to make on the issues that matter the most because you're bogged down by everything. Before we were just talking about the discipline issues and the SSIR, which are the school safety incident reports. Right now you receive every single incident that happens at every single school. How many of you review every single incident that happens at every single school with all 29,000 students? The sheer number of reports that you're getting is blinding you to the things that you need to spend time on. The things that you should be focusing on you can't because you're literally drowning in all this paper and additional information. With that being said, the majority of the work needs to happen in meetings like this. Around the table everybody rolls their sleeves up. It's the Board member working in partnership with district administration towards achieving big ticket items. I think this is probably one of the best Board meetings that I've ever been to and seen. The things that you guys talked about today you've literally covered some of the most important elements of boardsmanship. I think this is a testament of what could become the norm at your meetings moving forward. This is what all of your workshop meetings should look like, where you're having detailed presentations on the issues that impact the majority of the students that you are passionate and care about. You have a back-and-forth. You exchange information. You give your input to move the district towards the final goal. This is what your workshops should look like. In going into that, the transition plan says that you're supposed to have very specific different types of meetings. A committee meeting needs to be a committee meeting. A workshop meeting needs to be a workshop meeting. A regular meeting needs to be a regular meeting. The workshop meetings and the regular meetings are almost the same. They look exactly alike. There's no difference between the workshop and the regular meeting at this point. In addition to that, the committee meetings aren't fulfilling enough in the sense of diving into information because you are unable to dedicate enough time into the committee meetings because you have too many committees and because you're rushing to get from one committee meeting to the next. Those committee meetings oftentimes happen on the same day of your Board workshop meetings, which means you haven't had a chance to prepare minutes and share those minutes with all Board members so they all understand what took place in those meetings. As a result, you're rushing over the stuff that really matters just to get to everything. The memo that I presented to you really looks at going back to the basics and having more meaningful conversations of the Board. There are five areas where the district is measured on in NJQSAC – instruction and program, governance, finance, operations, and personnel. All five of those areas have key indicators where they explicitly tell you what you have to do. Those are tools that you can use to hold the district accountable towards achieving your ultimate goals. I'm recommending for the Board to consider reducing the number of your committees and consolidating some of them. Some of them can fold into each other. Change the days of your meetings to the first week of each month. If you have your committee meetings all during the first week of the month, let's say in September all five committees meet on a different day. Or two

committees can meet on the same day and you space it out at least two hours to give yourself time if a person serves on two committees to attend the committees. After each committee meeting happens, the cabinet member who the Superintendent designates to serve in that committee will produce minutes of that meeting. Those minutes will be shared with all Board members the following day. Now at the bare minimum you have at least 48 hours, probably even longer, probably four days, to process what took place at all of the various committee meetings before your workshop during the second week. At the workshop meeting now you have the ability to have seen all the minutes in writing. If you have any questions about that, you can properly vet it. All of the staff members will be present there to answer any questions that you have. Presentations will be done at the workshop meeting. Then at the following meeting you have your Board of Education regular meeting where you vote in a consent agenda on all the action items that were presented to you. There are going to be issues not all Board members will agree upon and that's perfectly fine. If it does not go in the consent agenda you can ask for those items to be taken out and either discussed further or voted on independently. It doesn't have to necessarily be there, but the stuff that's a given, just make it a given and push it forward.

Comm. Capers: I agree with 99%. You're saying that we need to combine some of the committees. What committees do you recommend that we combine? I think the President did a good job separating. Every committee is important and we're supposed to dive into all the different issues. We're such a large district. In facilities we go an hour and a half. It's two hours at minimum. I can't make some other committees. I agree it's too packed to do everything. What committees do you suggest the Board combine?

Mr. Best: Facilities should be part of fiscal. The reason is because it's measured as part of fiscal by the State. When the State comes in, they don't say let me talk to your facilities committee. They say it falls underneath fiscal. It's all together in that area.

Comm. Hodges: But we're not talking to the State.

Mr. Best: I agree with you. Does everything that happens at your facilities meeting need to be voted on by the Board and decided upon? Or is it mostly used for information purposes to make you aware of what's happening?

Comm. Capers: Both. They do make different transactions. They have a lot that happens in our facilities. We have to bring emergency contractors in that the Board needs to vote on.

Mr. Best: The contracts are a fiscal component.

Comm. Capers: Fiscal already has a number of other contracts they have to deal with other than facilities.

Mr. Best: I agree with you 100%.

Comm. Capers: We did that before for years and a lot of the problems in facilities the Board never knew about.

Comm. Hodges: And facilities in this district are a serious problem. Fiscal is a big problem. They're not going to spend four hours on both of those. You have a two-hour facilities meeting. You have a brand new facilities plan we're putting together that's going to take a lot to time, which is not going to be taken out of fiscal. In fact, the

advocacy that we have come from the fact that we have separate fiscal and facilities programs, which got us some of the buildings that we have now. I have real problems with that.

Comm. Capers: It sounds like we have to make other recommendations. I don't think that's a good recommendation.

Comm. Hodges: The other one is technology which could be part of instruction and program, but instruction and program is so compact now. To consolidate technology into it gives it short shrift. It's just going to get shorter time. We can't devote the time into it and we are way behind in this district in terms of that.

Comm. Castillo: It doesn't mean policy necessarily meets every single week or month. It meets as needed. We can't add policy to governance.

Mr. Best: You can. At the end of the day, you are involved in too much. Let me start off by saying that. Very close to half of the things that are brought before you should not go before you as it is. When you say in the fiscal committee that you're receiving too many contracts, you don't have to receive a contract that under \$17,500. Then if you have a qualified purchasing agent, which we do, there's a whole other set of professional contracts and purchasing of other materials that if they're under \$40,000 they do not need to go before the Board. Right now you are getting things under \$500. You're getting things for \$20. You're getting things that shouldn't be there.

Comm. Capers: Why are we doing it?

Mr. Best: That's my point.

Comm. Redmon: It looks like the previous BA took control of the mechanisms to see how the district was run. She allowed things to go through the Board. She pushed it to the Board to give us information.

Comm. Capers: No disrespect, but she's been out of here two years now.

Comm. Redmon: Let me finish. Before you left, Comm. Capers, our last meeting that we had I asked for standard operating procedures because when we started looking at some of the mechanisms that we were getting, we were getting stuff that we should not have had. Things that should have come to the Board were not coming to us at all. We couldn't determine what should have been coming to us.

Comm. Capers: Why wasn't that day one when the new BA came in?

Comm. Castillo: Because of us.

Comm. Redmon: Because of the Board not knowing our power at the time. We had fiscal under our belt. We were going along with the State recommended requirements. We kept it as it was. We never questioned it. We never went back and changed it and made recommendations. When the new BA came he followed the standards that there from the previous BA. As a Board we do have to take ownership on some of the stuff that is getting reported. That's the reason we started to ask for it. Any time you hear me ask for the standard operating procedure, it's because it's not in writing. If anybody comes to do an audit at this place, we don't have any mechanisms.

Comm. Castillo: The idea the Board had was give us everything because we want to see it all. We're not saying it was the worst thing in the world. It's just we're not as effective when we get a ton of information. It comes in the whole change of culture that we're trying to do. If we've already approved the budget and something was in the budget, we don't have to see it ten times because we've already seen it for three months. It could be for \$1,000 for supplies.

Comm. Redmon: How many things have we already passed? Field trips have already happened and it's a line item to the Board when we're sitting at a table.

Comm. Capers: Everything happens before the Board.

Ms. Shafer: I've been here 29 years now. For 29 years the items going to the Board have been the same. I think that's why we're transitioning into to local control. Before I got here it must have been the same. I didn't see anything change. As we transition if these are things that don't need to go in front of the Board, that's one thing. That's why we're transitioning and it becomes part of that process. I don't think we should point fingers at anybody, whether it's in the business office, the Board, the fiscal committee, or me. That's what we've done all these years and now as we transition and there are some things we don't need to put in front of the Board then we need to agree to that. Then if the Board sees something in the paper or somewhere else and they're going to say they didn't vote on that.

Mr. Best: The question is, how do you want to utilize your time as a Board member? That's really what you have to ask yourself. If you want to let being a Commissioner on the Board of Education be a full-time job where you're working harder than staff members who are getting paid and constantly up on everything and requesting all that information, you can do that. That's just not best practices. It is a non-paid volunteer position done by community people who are not expected to be educators, have PhDs in education, and law degrees. You're not expected to know all of these things. You're expected to be able to review information and determine whether it's in the best interest of our children and to develop polices to help guide the administration in achieving the goals. Moving back to the facilities question, every single year the Board has to adopt a facilities checklist. Every single school is responsible for doing a facilities checklist. This facilities checklist is very comprehensive. It tells you all of the things that are going on in the district according to code and the things that are not happening. What happens routinely is that the Board just acknowledges and accepts the entire report of all 54 schools without individually reviewing it. Again, you can spend all this time at facility committee meetings having conversations about a leaky roof here, or you can take the big part, the checklist that is a comprehensive audit of all the deficiencies at a school and dive in deep into that. You can have presentations on what's happening with regards to that overall school. I'm saying the time could be utilized better if you focus more on the bigger picture issues. At the end of the day, the Board is a policy-making body. When you say we have policy meetings as needed, the most important committee is policy, which is governance. That's what you do. Governance is policy. It's tied together. It's not separate and apart. Policy means governance and governance means policy. That's how you govern, through policy. There are things that are required by law that a Board of Education must do. Those things are in the memo attachment A at the bottom. There are 12 things that you have to do by law that are in State guidelines. In addition to that, you also have the ability to develop policy where you can change things. I'll give you an example. Right now the Board has a policy where you have to approve donations over \$5,000. There's no statute that says you have to do that. According to State law, it says that you only have to approve donations in real property, meaning if somebody wants to transfer land, a building, or

property. The law will allow you to accept the donation of \$5 million without Board approval. The Board decided that you want to create a policy to say anything over \$5,000 you want to know about it and you want to approve to accept. That's fine. It's your right. But what you're doing now is you're approving things for \$500. You're approving things with no monetary value at all. Any type of donation that comes before you, you are approving those things. I've seen philanthropists and people who want to donate things to the district walk away from the table because they had to go through a Board approval process. If they're giving it directly to the kids, you don't need to approve that at all anyway. It's not a donation to the district. It's a donation to the students.

Comm. Capers: Like somebody donating pizza. They have to get Board approval.

Ms. Tsimpedes: Who decides that? In instruction and program we get a lot of people who want to donate materials and sometimes because there's a cutoff with no Board meeting in time for it we can't accept things. There are tons of Board actions every year. If we sit there and pull how many from the beginning of the school year until the end, it says here under \$5,000 we don't need. Are we then going to be called to the carpet for why we didn't create a Board action for a \$500 person who donated backpacks?

Mr. Best: This is a perfect example. I'm not saying just because the Board doesn't have to approve something that it's just willy-nilly free season. The district still has to create a process in order to do the things administratively that needs to be done. It's just whose responsibility is it? Is it the district's responsibility? Or is it the Board's responsibility? There are a lot of things right now that are going to the Board that aren't necessarily the Board's responsibility. In absence of a standard operating procedure or a process in which the district does something, it's going to the Board automatically. Every single Board meeting I sit and go through the agenda and I put a check next to all the things that don't need Board approval. At your last meeting there were 400 action items that you voted on. I know you are all smart and you are all avid readers. But there's no way in the world you're going through all the supportive documentation and everything that you're supposed to. In addition to that, maybe if it was just that one meeting you had a month, but if you throw in the fact that all of you serve on multiple committee meetings, you have a workshop meeting, special meetings, hearings, and then you come to your regular meeting, to expect you to have reviewed and really internalized and gone through all that information is unrealistic. I didn't do it as a Board member. You learn once you get that big packet how to navigate your way through it. It's my hope that you will adopt a committee and meeting structure moving forward and that the district administration will work with you to reduce the number of actionable items that come before you, things that you have to take a vote on, and restrict those action items solely to things that are covered or required by State law or Board policy. If it's not a State law or Board policy, it's not an actionable item. There are still things that are going to emerge that you need information on and need to know right away. There's a process that the Superintendent is creating through your regular meeting which should be able to give you items for informational purposes only. These will be things that are of interest to the Board, things that you need to know about but aren't necessarily actionable and that you have to vote on. I'm going to ask you to review the memo. It's only three pages. If you have any questions, get back to me and we can go over this again. You don't have to make any decisions tonight. Are there any more questions?

RESOLUTION FOR A VOTE:

Comm. Castillo: We have one item to vote on, which is a donation. Then we have a quick executive session to go into after that.

Resolution No. 1

Approval of School 19 Playground Donation, Site Preparation (FibarFoam), Contract, and Build Day Activities

WHEREAS, the installation of a safe and engaging play environment for School 19 supports the Brighter Futures District Strategic Plan in Priority II: Create and Maintain Healthy School Cultures under Goal 4: Create\maintain clean and safe schools that meet 21st century learning standards; and

WHEREAS, Alexandra's Playground has selected School 19 as a recipient of a playground to be located on school grounds and with community access afterschool and weekend hours with a material and installation value of up to \$85,000; and

WHEREAS, the Alexandra's Playground is requesting the approval of the attached contract that details the obligations of the site owner (Paterson Public Schools) in planning, site preparation, architectural drawing and site survey, permits, playground equipment, maintenance, insurance, disclaimer of liability, and safety standards; and

WHEREAS, Paterson Public Schools will provide the required FibarFoam (safety material to be installed in-between the existing asphalt and engineered wood fiber). RFQ-014-20 was advertised in 19 publications and sent to four vendors of which PPS received one response from Kompan Playground and Equipment by the due date of June 26, 2019 in the amount of \$10,436.30 (FiberFoam Mat and Installation); and

WHEREAS, School 19 will host a Build Day in October 2019 and will partner with community organizations to provide child-friendly activities, water and refreshments, and musical entertainment for the building volunteers and their families;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the donation of the playground equipment and installation up to \$85,000 from Alexandra's Playground, playground contract, RFQ-014-20 award to Kompan Playground and Equipment at a cost to the District not to exceed \$10,436.30 for the purchase and installation of FibarFoam, and Build Day activities at School 19 in October 2019.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- Self
- 4th 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

BOARD GOVERNANCE BEST PRACTICES AND RECOMMENDATIONS

Comm. Hodges: Before you move forward. We're 11 committees and we have to make a decision about what we're going to do with those committees. We haven't done that.

Comm. Martinez: He alluded to the fact that the decision didn't have to be made right now. That's a conversation that we need to have later.

Comm. Hodges: Which will be when?

Comm. Castillo: I didn't read the memo. I want to go through the memo and see where the Board stands. I don't know if you would want to do it through an email or workshop. What does the Board want to do? Do we want to eliminate a few committees? Do we want to compromise and eliminate a few and keep some? Do we want to take what his idea is? That's a conversation that we need to have.

Comm. Hodges: First of all, we need to know what the State requires us to do. That's number one. That training has to occur. One thing that's not being done for at least the last two years is that all policies should be reviewed by the policy committee in its entirety. That has not been done.

Comm. Castillo: Wasn't that supposed to happen?

Comm. Redmon: That was just updates.

Comm. Hodges: We've not gone through and read the whole thing, which is why you can't combine two because that's a big jump. There are some points he mentions in there about getting information. You have to get the Board's permission to get an information request. That runs contrary to what you're supposed to do. You cannot do that. There are some issues with this thing.

Comm. Castillo: I don't necessarily know if Kathleen is the correct person for that, but we need someone to...

Comm. Hodges: He and I talked about looking at the committee sizes and what the committees were actually supposed to do. It's good to know that we're doing things that the State does not require us to do. What needs to occur is training on what we're supposed to be doing as opposed to just not doing it. The training has to occur as to what the State requires us to do so then we can know and go through the process of changing the policies to do what we're supposed to be doing. Right now we don't know. It's one thing to say you're not doing what you're supposed to do, but we need to know what you are supposed to do. That training has not been there.

Mr. Best: I just want to make it clear. It's not that you guys aren't doing what you're supposed to do. You are doing what you're supposed to do. You're doing much more than what you're supposed to do. That's not your fault. It's by design. We have to change that.

Comm. Castillo: We need to figure out where we might be so far down the line. We need a training to figure out what are we supposed to do. From there, what do we want to continue adding on or eliminate? I think that's the conversation that needs to happen. We need to find someone, maybe a highly skilled professional, who can come and do training for the Board on what that looks like. I don't want to know because I'm not supposed to know, but I've heard it 20 times and I don't want to hear it again. What is my role as a Board member? What is the Superintendent's role? What is the administration's role? Though we've had this training, I think we need it again. I want to keep this additional responsibility. That's where the determination is.

Mr. Best: There are a couple of pages that I pulled out of the transition plan. You should read the whole transition plan, but just focus on those couple of pages that I pulled out. It gives you a chart. This is what you're supposed to do, what the administration does, and this is what you do together. The memo that I gave you says the things that you have to do according to law and what currently exists in policy. If there's something missing from that list that you want to keep, then you should create a policy around keeping that aspect that you want to do. The last thing I want to say is you guys ask great questions in committee meetings. You're a very well-informed Board. The difference is that I feel like you guys aren't given an opportunity to produce enough. You're not creating enough. Comm. Hodges talked about the Board should be directing certain things. Right now you're constantly responding to Board actions as opposed to developing your own goals and direction you want to move in. I would like to see the committee meetings changed around to spend less time on responding to Board actions back and forth – because you can get those answers in writing – and spend more time developing stuff where you're having presentations and you're working

side by side with the administration to get things done. That's what I'm hoping you guys do.

Comm. Castillo: We appreciate constantly getting the information. Sometimes we have ideas, but by the time we look at it, it's over and we haven't put half of what we want on the actual conversation.

Mr. Best: In the presentation that Mr. Cozart did you gave meaningful input. Together you are developing a true program that's going to benefit all the students. It's not something that's solely coming from the district administration. They took the lead on it, but you guys are actively participating in that. This is what you should be doing in every single committee.

Comm. Hodges: Many school districts do not look at student performance. That's something we have done for years. There are a lot of things that we do because of the position that we're in that other people are not. They have segments of populations which have similar struggles and challenges. The Board functions well in certain areas and have problems in the others. What you just said is quite right. There are not a lot of changes to policy that come from the Board. We don't discuss that. We don't do deep dives into the causes of the educational problems that we have here, and discuss solutions, and how to direct funding to address them. We don't do those things. Those are some of the areas where we're not doing some things with the committees that should occur. However, the number of committees is a problem. We can reduce three.

Comm. Redmon: I think we have subset committees that we can eliminate and get rid of completely. Or we can combine to one subset committee and move forward with the rest.

Comm. Castillo: I think we can compromise somewhere in the middle. That's just speaking for myself. We can go from whatever we have. To be fair, some of those committees were just one time. You put them on for the year even though you know you're going to use them once. They're ad-hoc committees that were created because of the situation. It's not that we meet every day. In some places I think there's a need to keep that extra set of eyes because of the amount of information that you need. It just becomes a lot in one place. There are other places where we can bring them together. We need to have a conversation. We need to bring out all these committees and put them on a list and have a further conversation on what we can bring together and what not.

Comm. Hodges: What you're supposed to do.

Comm. Castillo: That training would definitely be beneficial before we do that so we can have a standard of where we do. If we want to add more responsibility, then we do it. I'm going to try to not have another meeting on that, but I'm going to schedule it with some time.

Comm. Hodges: Tonight's agenda was packed. There's more conversation I'd like to have with the reading program and the high school program but because we had so much to do, we can't get to it.

Ms. Shafer: We have a lot of work to do. We can either have a retreat every week or we can pack more. I'm not sure what people want to do, but there's a lot that needs to happen in a short period of time.

Comm. Castillo: Ms. Peron is also working on a calendar that she will end up giving to us. I know we had it last year. I know we fell off track a little bit, mostly because of the budget. That took up a lot. I think we also learned how to structure the budget a little better so that we're getting more information and not the same information various times. I don't think during the budget process we had the conversations that we probably should have had, but we had so many meetings around the budget. They weren't as effective as they could have been. I think we learned this year how to actually dive into budget. That did not necessarily require 15 meetings, but if it does at least they're making sense. Not 15 meetings to hear the same thing over and over again and not being productive.

Comm. Hodges: You need to tie it to data.

Ms. Colander: From observing your district retreat, your conversations are very meaningful and that is so productive. You are truly on information overload right now and frustrated because the things that you want to deal with you don't have the time to. In order to do that, you're going to have to collapse some things and eliminate some things. If it is an ad-hoc committee, state that so it doesn't look like you have so much. You have lives. You're committed to Paterson. The next 14 months you're all going to be very busy because you have to be successful. You can't be worn out, but you want to be as knowledgeable as possible and share with all nine of you and make decisions collaboratively among yourselves as well as with the district staff.

Comm. Castillo: Maybe that should be one of our Board goals, restructuring our committees. The self-evaluation is on there. Cheryl, can you just resend the email for the self-evaluation? I think that would be very beneficial and would help us.

MOTION FOR EXECUTIVE SESSION TO DISCUSS PERSONNEL

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

The Board went into executive session at 9:28 p.m.

The Board reconvened the meeting at 9:36 p.m.

It was moved by Comm. Redmon, seconded by Comm. Ramirez that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

Ms. Shafer: At the last Board meeting, Charles Ferrer came to the microphone and talked about three issues. One was the substance awareness supervisor, someone got a \$50,000 raise, and a vice principal was made an intervention specialist. I'm going to ask Luis to give us an update on that. Luis and I are meeting with John and Charles tomorrow to discuss the same thing. I did call Charles the next day and got more specific information about his concerns. I know that the Board wanted us to come back and give an update.

Mr. Luis Rojas: I wasn't at the last Board meeting, but Charles was talking about Gilman's position. I have a breakdown of his salary history. In essence, he's had four promotions in the last 11 years. While he did get a \$50,000 increase within those 11 years from start to present, there were four promotions in a row. It wasn't like he got \$50,000 from last year to this year. He was hired as a part-time employee making

about \$10.50 an hour back in 2012. He was a per diem substitute prior to that. He was then promoted right around January 2014 to a full-time position at roughly about \$37,000. At the end of that year he got a contractual increase and then promoted again to districtwide coordinator effective December 7, 2015 at \$60,000. He held that position for three years, got contractual increases as appropriate and was promoted just this past August 2018 to the \$85,000 mark that he currently holds. He got a contractual increase this year along with every non-bargaining employee. He got the promotion to a supervisor of full-service outreach special projects. He's a supervisor of seven schools and seven programs. The \$85,000 salary he received as a supervisor is not outside the norm with that type of responsibility.

Ms. Shafer: I also want to add that Gilman works weekends and he doesn't ask for a nickel. He started the robotics club. He gets kids into Ivy League schools. He's not one of those people asking for comp time money or anything. Ask him to do something and he will do it. He has a degree plus a master's degree. He's one of those people that are going to get promotions because he's an excellent worker. If anybody debates that, you can, but that's the type of person he is.

Mr. Rojas: All of this is to say that there's context behind the \$50,000. I would say if he was sitting next to me. I'm not going to say anything I wouldn't say in front of him. I can pull hundreds of teachers who work 10-month positions who received north of \$40,000 salary increases in the last seven years within his own contractual agreement. This is a 12-month position. I can go to 10-month positions that have gotten over \$40,000 increases in the last seven years. Everything is context. We were talking about the other individual returning from a RIF. She's Wanda Kopek. This is all based on the principal wanting to bring an employee back who was reduced in force this past June. Wanda was hired years ago as a special education teacher in 2008. She was promoted to a supervisor of language arts literacy. Sometime in July 2015 she resigned and about a year later she comes back to the district as a language arts teacher. About a year later she was assigned to an interim vice principal and then promoted to the actual position at Don Bosco on December 22, 2017. She was RIF'd because she's non-tenured and we were RIF'g non-tenured vice principals at the end of the school year. There was a position at Don Bosco. Cecile O'Toole created it and she recalled Wanda Kopek back from RIF. This is standard operating procedure. As an employee in the district it's easy enough to just recall someone back from RIF. She's apparently a good employee for the principal. She recalled her and wanted to keep an asset in her building. She created a position. She moved some staff around in order to create a position for Wanda Kopek to come back as the intervention teacher.

Comm. Redmon: When a principal creates a position...

Mr. Rojas: Reclassified position. I shouldn't say create. It's a budgeted position that was reclassified. That's the other part. The third question was about the student awareness non-certificated supervisor position. This position was posted. There was a job description created. The person was approved and hired by the Board in June 2019. Every individual that applied for the position and met the minimum requirements for the position was interviewed. There were a total of five individuals that were interviewed that qualified for the position. Two were brought forward to Cabinet for the second level of interviews because the supervisor and above gets Cabinet level second review. Laura Olsen was the ultimate individual that was chosen for the position. This position was a certificated position last year. We downgraded the position because of budgetary reasons. We made it a non-certificated position. We still have to be in compliance with some of the things that we do. We downgraded the position for budgetary reasons. We're not going to be able to get a certified employee for the

amount of money that we were looking to pay. This is compliance issue for overseeing the position. Laura is making around \$75,000 where we would be paying north of \$90,000 for a supervisor in this area. It really comes down to budget. She's qualified for the position. She's been a SAC in the district for years. She understands the program and what she needs to do. She can conduct professional development because she is certificated. The position doesn't require certification, but she is certificated.

Comm. Castillo: Are there any further questions?

ADJOURNMENT

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 9:41 p.m.