

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

May 1, 2019 – 6:43 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools
Ms. Cicely Warren, Assistant 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. Ramirez read the Open Public Meetings Act:

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

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

**Workshop Meeting
May 1, 2019 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Castillo: Good evening everyone. I officially want to welcome you to our May 1 workshop. I thank all of you for being here this evening. I'm going to hand it right over to Assistant Superintendent Ms. Cecile Warren. Ms. Shafer will be joining us in a few minutes.

PATERSON READERS, TOMORROW'S LEADERS

Ms. Warren: Good evening, if there are any children in the audience today I would like them to come forward. As we know, Paterson's Readers are Tomorrow's Leaders. We will proceed into our presentations for this evening. Our first presentation is the

Proposal for Hinchliffe Stadium. Mr. Mike Powell, our Director of Economic Development for the City of Paterson, will be presenting.

PRESENTATIONS AND COMMUNICATIONS

Proposal for Hinchliffe Stadium

Mr. Michael Powell: Good evening. My name is Mike Powell. I'm the Director of Economic Development for the City of Paterson. It's my pleasure to be here. I thank you for your time and energy. We have a couple of our folks who will join us on this side of the aisle as well. I wanted to start out by noting that we have a unique moment right now to really create a landmark partnership between the school district, the City Council, the administration, and the State of New Jersey to really revisit Hinchliffe Stadium's restoration and revitalization in a way that will permanently serve the school district and the children here, but also open up a broader redevelopment opportunity that sits next to the Great Falls and adjacent from the Great Falls National Historical Park and also next to what will become the Vistas Park. Tonight, I wanted to illustrate where we are in a very general sense in terms of some of the hard work that's gone on. We currently have a long-term lease agreement with the school district and the city. I wanted to show a little bit of the work that's been going on. This is a way to orient ourselves. This is Hinchliffe Stadium here on the left. This is the Valley of the Rocks as well as the Vistas Park that's going to be transformed into this other state park. This is a way to illustrate some of the details in terms of the ownership. The Hinchliffe Stadium is owned by the Paterson Public School District, as is the lot adjacent to the eastern side or the northern slope. Below is city property as well as adjacent and below is school district property also owned by the city. Then we have the Vistas State Park.

*Comm. Redmon enters the meeting at 6:47 p.m.

Mr. Powell: I wanted to give us an orientation in terms of the land and what we currently have. Again, this is the site that we're proposing to revisit in terms of our long-term lease agreement with the district so that we can take advantage of what I would argue to be a once-in-a-lifetime opportunity. We have a series of tax credits that are available to the City of Paterson and this is a great moment where we can come together to really make potentially one of the most catalytic projects available that I think would serve the deep needs of our students here in the district, but more importantly become something very positive for the city and the region as well. I wanted to spend a little time to hark back to some of the partnerships that we've already had in place with the district and the city, which is tied to some of the fundraising that has been done in order to do different types of preservation, planning and design, construction, feasibility planning, as well as investing bonding in terms of what we can do to build a plan for how we can restore the stadium. The goal has always been to restore the stadium so that it benefits Paterson children and to make sure that we bring it back because several generations haven't been able to experience it and we think it's really time that that happens. Several different private and public funding sources have been leveraged over the years in order to do this. This has all been possible because of that long-term lease agreement that many of you have been part of. Dr. Hodges, you helped create some of this stuff that goes back many years. Ultimately, this equates to over \$3.5 million worth of investment that the city has raised on behalf of and in partnership with the school district so that we can do the type of planning that's before us tonight. I also want to share the fact that what we've done with some of this work has been façade stabilization that's happened now. While we don't have the money to do the stadium and until we're able to put all the pieces together, we currently are where we are. What we're going to talk about now is where we have been able to complete the restoration planning for the

facility at Hinchliffe Stadium. Planning work has been going on for over a year and a half in order to arrive upon a stabilization project that would bring back the stadium, put in a new field, make the stadium ADA compliant, and put in lights. As you can see to the northern portion right there, that becomes the opportunity for development that would basically help us to build and restore the stadium. What we're creating together is a public/private partnership as a way to bring about broader revitalization and redevelopment also right next to and adjacent to what's going to become the future Vistas Park. What we get, in my humble opinion, is a really once-in-a-moment opportunity to work with sophisticated folks to put together. Before we go into the details of that, I wanted to ask George to come up and lay out some of the details for the city. The core focus that I wanted to have Board members understand is that it's always been the intent to make this a benefit for the youth of Paterson and make this a viable project that can be used for athletics in a whole host of different ways. We have some slides at the end that also illustrate some of those uses ranging from football, to soccer, to cricket, to what have you. The point is that it needs to be multiuse and multimode. I'm also excited to lay out some of the other parameters that we're working through because I also want to assuage some of the other rumors that are going around the mill. This is a really complicated project. I'm going to reiterate this a couple of times. It's a very complicated project. We have a unique moment of time before us. If we can come together to really deliver on this, this is a huge win/win that would reverberate around the region. I'm going to pass it over to George who can walk you through where we are in terms of the stadium design. We're doing our best to keep costs low, but also respect this historic asset and significant site. I don't want to talk too fast or too long, so I'm going to pass it right now to George.

Mr. George Hibbs: Thank you, Mr. Powell. Madam Chair, Madam Superintendent, members of the Board, good evening and thank you for having us here. As Mike said, I'd like to take you through site plans, plans, elevations, some site sections, details, and culminating with some three-dimensional perspective renderings to get a real feel for the finished product of Hinchliffe Stadium. With regards to some of the details and the project design goals that we were aiming for, it was important to narrow down the focus to core fundamentals. They are as follows. Number one, the code, the building has to comply with current code. The building was built in 1932. Codes were a little bit different at that point in time. You'll see as we go through the plans issues with narrowness, codes, egress elements, and the like. Number two, ADA, Americans with Disabilities Act, in 1932, while there were certainly handicapped folks and folks with special needs, the ADA did not exist and there really weren't those issues handicap design. This project has to comply with that. Obviously, there were restrooms in the northwest corner of the stadium, but they were the minimum. It was really just a few men's and women's restrooms, not anything like we would need to meet today's fixture count. Noting that it was built in 1932, it's an exterior facility. It's seen a lot of moons and winters and there are certainly areas that need to be removed and rebuilt. There are sections that I'll get into in terms of the plan to show you where those are. However, there are also sections that simply need repairs, not a complete removal and rebuilding, just some of the seating sections. The playing surface, this is why we're here, for the children to be able to get on that field and play these sports. We're going to completely replace the track and field that does not exist today. Last but not least is the historical element, noting that this is a national historic landmark located within a national park. All of those elements that I spoke about we have to comply with. There is local historic ordinance, State Historic Preservation Office, and National Park Service, which we have begun and continue to have conversations with, with regards to this particular plan. In front of you, you see the field level plan. Directly in the center is where we have our playing surface. The overall rectangle is for soccer, the largest dimension. Inside of that we have a football layout and askew at the 45 is a baseball layout. We have set

this up so that exhibition baseball will be able to be played with different teams. It's a short porch before the track hits. However, we can have some baseball play in addition to the other multiple sports that Mr. Powell mentioned, as well as some of the layout that's here. In addition, you see the ring around the track. This is a six-lane running track. It's not a true 400-meter competition track. It's a track that you can have meets on. But in terms of having a meet where someone breaks a record, you couldn't count it on this particular track. With regards to the image at the bottom there with the purple and the blue, this is the one section of the stadia that has a volume of space. This is where we have our locker rooms, team rooms and coach rooms. This is where we have our umpire referees, first aid, security, and storage. That all occurs underneath that volume of space and as you go around in the lower left and the upper left, this is where we're going to have restrooms. We have to expand the restrooms. There aren't enough. This is where we're building restrooms directly under some of those elevated seating sections. Not only will we take seats away, we're going to build restrooms and then put seats back. In addition to handicapped accessibility, in the lower left we have an elevator. This is where spectators enter on grade. If I'm there with my handicapped grandmother, we're able to wheel right in. If our seats are on the lower concourse, I'd take the elevator down and wheel her around to the concourse. In addition, I'll show you seating layouts that have handicapped seating and companion seating as well. In the upper-left corner, this is where we have a new restroom facility. That's where there's a historic restroom and we're also adding on. There are multiple places around the stadium where have restrooms, not just in one location.

Comm. Castillo: Mr. Baye is working with Cheryl so he can get us the copies of that.

Mr. Hibbs: In terms of the concourse level, now we're moving up to that ring around the stadia where we can connect to all the different seating sections. In terms of those sections that are going to be removed and replaced, in the lower area that will be demolished, removed, and replaced because it's structurally unsound. Everything outside the concourse section will be removed and replaced. All of the other seating sections are to be repaired. We've got the handicapped accessibility issue with the elevator. In the upper left corner, this is where we also have a handicapped ramp. We're covered in both directions in terms of not only an elevator, but also a handicapped ramp in both main entry points. As Mr. Powell showed you some of the finished facades in terms of the historic work that's been done to date, these are the overall facades. It also shows you the drop in grade that we have at Hinchliffe Stadium from the inner section of Maple and Liberty down to the existing one-story storage building. It really is a significant drop. However, the grade of the field stays consistent. This just shows you a little bit of color on those facades and specific areas of the entry pieces. Some of those exterior areas which Mr. Powell showed you have already been restored on the exterior aesthetically to match the historic features and colors of the original Hinchliffe Stadium. This is now site sections. This is where you can see the differentiation between the elevated sections of the stadia where you actually have a volume where the locker rooms are, as opposed to the northern section where you're cast in place concrete on grade. Again, it's two different types of construction in terms of the stadia itself. In terms of the handicapped seating and the sections, this is where this left section shows you in plan the standard stadia seating, which is also cast in place on grade. Then to the right where we need to have handicapped and companion seating, rather than demolish, we've built over a section of seats to accommodate the handicapped seating in those areas. Now we're going to show you some 3-D renderings of that base project. Here we have the existing one-story storage building. In the bottom middle of the screen you see the running track, the field, and the U-shape of Hinchliffe Stadium as it revolves around the top and left. Here now we're at the entry of Liberty and Maple looking back towards the overlook. This is a different field

orientation. This is laid out for football with goal posts. You can still see the track. The restrooms are in the upper left corner. This is where the handicapped accessible ramp is. You can see the cheering fans just having a blast. In terms of a soccer layout, here we have a different configuration. It's the same facility, but multiuse now. It's a soccer field layout. Now we're standing at the cliff looking back towards the school. Now we're looking through the length of the stadium with the new press box up and to the right. That sets up the base stadium renovation plan. Those areas of the potential new building placements that occurred on this image, to the upper-right is where there's a plan for a new parking structure and to the lower left where the existing one-story storage building there's a plan for a proposed restaurant exhibit space. With that, I'm going to turn it over to Mr. Baye Adofo-Wilson who will walk you through the balance of the slides.

Mr. Baye Adofo-Wilson: Good afternoon, Paterson School District. My name is Baye Adofo-Wilson. It's really an honor and I'm thankful to be here. I'm a product of the Paterson Public School District. I went to School No. 26 and to Passaic County Technical and Vocational High School when that's what it was called 30 years ago. I'm also a product of the old track club. I ran track for a number of years, did the youth games, and am part of the history of track and field in Paterson. Currently I'm a developer, lawyer, and part of the development team that's proposing to rehab and preserve Hinchliffe Stadium. The history and grandeur of Hinchliffe Stadium is amazing. It was very central to my life when we were growing up. The football games between Eastside and Kennedy, just being in one place at one time where Paterson really came together. I feel like now that culture is missed. There are a couple of generations who don't know that history and haven't really experienced that existence. Hinchliffe Stadium meant that to us. I went into the army right after going to high school and I remember coming home one year around Hinchliffe Stadium and Thanksgiving. It's really important. The history that goes back to the Negro League and is a part of this history of Paterson we often forget. As we move forward, we want to restore Hinchliffe Stadium. We want to celebrate the New York Black Yankees and the Negro League. Most important, we want to build a facility that is fundamentally and primarily for the Paterson School District. That's why it's about track and field, baseball, soccer, and football. It's really for the use of the Paterson School District. The challenge has always been how to pay for it. One of the things that Mike mentioned earlier is that at this point in time the maximizing of these tax credits is really our only mechanism. The restoration of this facility is around \$20 million. Where do you get that? We're leveraging the tax credits as a mechanism to do it. Our goal is to utilize the tax credits and lease the space so that the tax credit investors can benefit from the credits. In essence, the goal is for the school district to have it in perpetuity. It's not our goal. Our goal is to put something back into the hands of the city that they can use and that the city has two facilities that they can use. Just having one in a city of 170,000 is just not enough. I know that it's overbooked and overused. In order to do that, we have to do a lot more. Tax credits require leveraging and bank financing. They require us to do a lot more. Plus, we have this national park here that we want to maximize. As was mentioned earlier, we are building this 300-space parking deck that's in the top corner. There's going to be 70-80 units of mixed income housing. You're going to have some market rate units and some mixed income projects there, as well as some restaurants and gallery space which will be dedicated to the National Negro League. In total, the project budget is about \$70 million. Our goal is to really start construction on this next year so that within two years you're able to open up the facility. In addition to having the sports facilities, we want to have concerts and festivals there. We really want to activate the falls in a way that it can be more maximized for tourism dollars, increase tax dollars for the city, and increase opportunities for employment in Paterson. Increasing the activity is one of my primary goals. As I mentioned, I'm a Paterson School District product. When I left Paterson, a lot of the kids were going to the military and we didn't

have a lot of the opportunities. That is one of the reasons why I left. One of the things I want to do is contribute back and work on a project that really helps Paterson move forward. I'm just thankful that I have this opportunity today to give this presentation to Paterson and to be a part of what's happening now. Thank you.

Comm. Castillo: Thank you. I appreciate it. I also want to recognize the Director of Historic Preservation Mr. Gianfranco, and our Council President Ms. Maritza Davila. We want to open it up for questions because we're in the spirit of partnership and doing things together.

Comm. Simmons: While I appreciate the presentation and I like the design, I am concerned about the track. Being a coach and a runner, for our students to get full use I would love to see an eight-lane track because we can't attract state, regional, or county meets. I also don't see long jump, high jump, discus, and shotput. A lot of our youth are also competing in field events. Can those things be added?

Mr. Adolfo-Wilson: The jumping events will be available. We can create those spaces for the track and field events. This is a rendering. It has football, soccer, and baseball. The more challenging part is the eight-lane track and I do appreciate it. As I mentioned, I'm a track and field athlete. The problem is that you have to cantilever off the cliff in order to get the eight lanes and it's an additional \$5 to \$8 million. We're trying to make some decisions around whether we're using it for practice or events. It's just an additional cost and we were maximizing the credits. It wasn't that we didn't want it. We agonized over it for a long time. It was in and out. We wanted to make it an economic decision. If we found more money, we would try to do it. At this point it was the expense. Back in the day when this was built there weren't eight lanes. There were six lanes. They went to the edge of the cliff and they actually had to fill it to even get that far.

Mr. Powell: Which they filled wrong and that's why it crumbled in. We hear you loud and clear. Sometimes it's hard to put these complex projects together to fit everything that the community needs. Maybe there are some other avenues. The key is to try to figure out how we work in partnership in terms of the district. That's why we're here now, to lay out what we've been able to put together and what we've been able to do in the past. With the partnership with Vaya, L+M and others, we think we have what's right to be able to go on to get some of these complex financial instruments to help us get the money to at least do this. In a perfect world we would have millions extra in order to do all sorts of other stuff. Maybe one day that will be possible, particularly when we're able to bring back this entire side of the neighborhood in such a way that it will help bring in other tax revenues so that we become more fiscally secure as a city.

Comm. Simmons: My second concern is baseball. Based on the rendering realistically you can only attract maybe softball. I'm not sure that our boys' baseball team can play there, probably just little league. We have a ton of little league and baseball fields. It's not standard.

Mr. Hibbs: It's not standard by any stretch. That's why I mentioned it's really exhibition. A senior baseball team in high school is not going to play here. The only issue with softball is this is a synthetic field. If you can play on synthetic versus a skinned infield, typically softball is skinned. We couldn't do the skin with the synthetic.

Comm. Simmons: Ultimately my concern is that our youth will not get full use out of it based on what we have here.

Mr. Powell: There are different ways to structure it. The idea would be to optimize the stadium all the time as long as we can. We are already going to have different issues in terms of scheduling based on the needs of football, baseball, soccer, and beyond. The goal would be to find a way to do that creatively to make sure we maximize the use of the stadium which has lain derelict for 30 years. The question becomes what's the ultimately or penultimate highest and best use. We're not going to be able to serve everybody so we have to thread this needle in a way that's going to work. I hear you loud and clear. Maybe there are other ways that we can think about it. We're citywide. This isn't our only spot to do athletics. We still have more work to do and more fields to develop and other things. We hear you loud and clear. I think that there are some other avenues for us to partner and get to what the district ultimately needs.

Mr. Adofo-Wilson: You have to actually move the stadium to get baseball. It's even more complicated. That's the challenge with baseball. It's a structural change.

Comm. Simmons: This is probably not popular to say here and this is personal. I wouldn't put baseball there simply because we do have a lot of baseball fields around the city. That's just me. I would like to see lacrosse added.

Mr. Adofo-Wilson: Lacrosse is there.

Mr. Powell: So does cricket.

Mr. Adofo-Wilson: We're trying, but it's a little small. It's the same issue with baseball with the size of the stadium and the bleachers.

Comm. Ramirez: My conversation earlier with Madam President was that the presentation was probably going to be tailored to a different tune since the city already has oversight of Hinchliffe Stadium based on our lease agreement. This plan seems to me like it's going to involve us turning over ownership.

Mr. Powell: The idea is to explore extending the existing lease agreement that we have so that we can appease the funding sources that we have to put together in order to fund the project. The idea for tonight is to present to you where we are and where we've been able to go. There's been different news out there in terms of what's happening and not happening. There are simultaneous tracks at the same time that we're trying to move forward in order to make this type of complex project work. Because of the complexity of it and the level of cost that's associated with bringing Hinchliffe back we have to think outside the box a little bit. We've been rubbing our heads together and trying to get creative about how to do it. Now we think we have an avenue for it, but we can't do it alone. We need the school district. We need to respect the school district and make sure we do this for the children in terms of field usage and how that usage plays out. We're doing our best to put it together in terms of the structure and then we have to work with our City Council to do the same thing so that we then monetize the tax credits and make all this stuff come about.

Comm. Ramirez: For the record, this is not involving us turning over ownership to the city or to a private developer of any sort.

Mr. Adofo-Wilson: We need an amendment to the lease to clean it up and to make sure that it's intact. Our goal is to use that lease for the length of the tax credits. That's really it. What also needs to be admitted into it is Lot 7. That's it. We're not asking to own it. We're using it for the tax credit and we're doing this for the school district. It's not about us coming in to take an asset from the city and monetizing it in some way.

Comm. Ramirez: The developer has already been picked.

Mr. Powell: Because of the redevelopment areas, we're allowed to enter into a redevelopment agreement with the entity that would ultimately serve. We've vetted the development team that we put together. They have a track record of utilizing these types of tax credits. They have done it within the State of New Jersey, not the least of which is in Newark where they've done some terrific work. They have a level of sophistication as well as the financial contacts in order to monetize these tax credits, which are very complex vehicles. To be perfectly frank, we're extremely excited to the extent that we haven't had the level of development expertise to pull off something like this, which is a complex historic preservation project that also includes economic development, housing, parking, and ultimately a creation of and connection to this whole area, which includes Vista Park.

Comm. Ramirez: Has the city done any research in terms of the developer, project manager, and any type of pending or past litigation that involved the quality of their work?

Mr. Powell: We're in the process of doing all of our...

Comm. Ramirez: So the answer is no.

Mr. Powell: I've done due diligence with regards to the projects that have been successful. Development is difficult. I think that oftentimes doing Google searches isn't always the best way to judge complex multi-million-dollar projects. To be honest, we're working with several different developers of state and national prominence of which L+M really works.

Comm. Ramirez: Is that a developer?

Mr. Powell: L+M and Vaya are working together as a joint venture. That is correct.

Comm. Ramirez: So the answer is no. I'll come back with some more questions later.

Comm. Olivares: We're talking about leasing the facility to the developer. In terms of time...

Comm. Castillo: The lease already exists. It's extending the lease to the city.

Comm. Olivares: The lease that we have now goes to...

Mr. Powell: Another 20 years.

Comm. Olivares: In terms of time, what are we looking at as far as extending that lease?

Mr. Powell: We're in the process of having communications with the Economic Development Authority in terms of what would be an appropriate window for monetizing the tax credits. The reason we wanted to come to the Board tonight is we wanted to get this ball moving because we have a very tight timeline in terms of doing this. The goal would be to work that out with the school district over the course of the next couple of weeks so that we come before this Board to vote on the 13th.

Comm. Olivares: By then you expect you will have those answers.

Mr. Powell: That's correct.

Comm. Redmon: What is the actual date to have the information about the lease?

Mr. Powell: The next meeting.

Comm. Redmon: It would be our next Board meeting, which is May 13. It's moved from the 15th to the 13th.

Mr. Powell: Monday.

Comm. Redmon: To clarify for some of the Commissioners, at our meeting that we had two days ago our lease was given to the Board members to review what it currently states. Two months ago, I also reported when we had our first joint meeting with you. We're not turning over property. We're not giving up the property for this. We were presenting what the current lease standings were. Right now, we wanted to make sure that the Commissioners had an understanding of what we're doing as a Board in conjunction with the city. There was nothing finalized. This is why we brought the presentation to you, because of the meeting that was initiated two months ago.

Mr. Powell: Correct.

Comm. Redmon: Just to make sure that the air is clear, two months ago I initiated a meeting. I reported back to the Board. I gave my findings. I brought it back here. This is why you're in front of us. The rumors were going around that you were taking the property. That is not true. We presented the lease to all Commissioners two days ago because we found out that we had an updated lease. We wanted everyone to review so they could bring back suggestions and come back with the Superintendent and the BA so we can continue to work in conjunction with you guys. The thing that threw us into the mix and why you're back in front of us again is because of the tax credits. It wasn't really because of the actual stadium project. You have a time limit for your tax credits. I'm just giving a history of what's going on so everybody can understand why we're here.

Mr. Powell: You said it better than I did. I should have started out with you.

Comm. Redmon: The Board of Education was asked to come back to the table because of the tax credits. We own the property. They can't do anything until we give them permission to work on the property. Thus, we're back here on the table. As a committee, we cannot make a decision for the full Board. This is the reason why we're sitting here in front of you. I just wanted to clarify some of the things that were going on. Second of all, this is me personally because I sit on another board, so I'm going to talk about the historical preservation part of it. The façade was dedicated to the Historical Preservation back in 2012. For historical purposes we're only looking for the outside of it. The track belongs to the Paterson Board of Education. When you say that the back side of the stadium can't be removed, it can be removed. It's the front entrance of Walnut Street that is part of the façade and back down around. You might want to do some research on that to see what that is. For historical purposes, it is just the façade that we're looking at, and also the back by School No. 5.

Comm. Castillo: Just to clarify, on May 13 we will have what exactly?

Mr. Powell: Hopefully we'll have a draft version of the revised lease agreement that we can ratify with the Board.

Comm. Castillo: That would be great if you had a draft now. Though we have an existing lease, we still have to get it to your attorneys and ours as well just to make sure and give the Board some time to read it. We just want to make sure that we are giving ourselves ample time to do so. If you come on May 10 it's not going to happen. I know there is one preexisting. I know there might not be so much to change. If you guys would want to clean that up or sit down with our attorney to review it, you can go back and forth. I just want to make sure that's clear. That's in two weeks. Also, I think it would be a good idea for us to get the information on the developer as well. At the end of the day, they will be working on Hinchliffe. So if we can get that information for the Board to review so they can have some background knowledge and do some research as well. I do like the idea. I think that it's about time. I think it's not serving any of our students now and it hasn't served for about 30 years. I do want to see a stadium that our students can utilize. I know that at one point I did hear about John F. Kennedy High School being able to use it.

Mr. Adofo-Wilson: Yes, John F. Kennedy can use it. We're doing locker rooms and a new weight room. I think it can be John F. Kennedy's football home field.

Comm. Martinez: While I think it's safe to say there's still a lot of logistical and procedural concerns that we still have to work through I'm very thankful and hopeful about this whole process. I want to thank you guys for the work that you've done and ask everyone to just continue to keep an open mind throughout this process. I'm sure there will be a lot more questions about the logistics and procedures and how we actually execute this. I just want to speak to the larger context of what we're looking at. We're looking at a stadium that the district took over some time ago and for a myriad of reasons have not been able to maintain or keep operational. Not only was that a detriment because of the historical context the stadium plays in the context of the city, but also to the scholars who missed out on opportunities and never really got to experience what we did growing up in the city, those thanksgiving games, hearing the bands playing and all those wonderful things. Our young people today are not experiencing that. That's what I'm keeping at the forefront of my mind as we're discussing and working on this. The ultimate goal for our district is to ensure that our scholars are going to have a stadium that they can use regularly, have access to, and instill that sense of pride back in them. To be frank, I don't know when the stars will align in such a way, but it's a heavy lift. Even with everything being in alignment the way it is right now, this is still a very heavy lift. There are a lot of things we have to flesh out. I don't see another opportunity coming our way any time soon where we can actually make this come to fruition. I just want everyone to be very mindful of that because what I would not want to see is for this opportunity in any way, shape or form to be squandered or let slide and then we're right back to where we were with the stadium remaining there and nothing comes of it. This is an opportunity for us to capitalize on. I don't think we can afford to allow another 25 years to go by and we're still sitting here figuring out ways we can do it. This is a way that it can be done. Is it ideal? Probably not! Is it going to give us everything we're ever going to want from this? Absolutely not, but that's not the way things work. This is a golden opportunity to take advantage of this. I'll have more questions in terms of logistics and I'll be brief right now to allow others to continue to ask their questions as well.

Comm. Hodges: I do appreciate the plan. I'm excited about the opportunity. I do have a question about funding for maintenance. Where will that come from?

Mr. Adofo-Wilson: In the budget we're trying to have a sizable reserve. Our goal is for the school district to not have to fund the maintenance, even though they're going to be using it. Our goal is to set aside a big enough reserve in the development budget to make sure that we can cover at least 10 years. That gives us a good running start so that the maintenance is resolved for that period of time.

Comm. Hodges: We're talking about elevators and they do break down.

Mr. Adofo-Wilson: Even though it's a synthetic field, that's maintenance. There's a substantial portion of that that we've been tooling with in terms of the budget to make sure that's not a cost. The reality is that's how it fell into disrepair before. Our goal is to provide the facility with the foundation that it has to thrive.

Comm. Hodges: Who would own the restaurant?

Mr. Adofo-Wilson: We're obviously going to lease out the space. The building is going to be part of the lease. Right now, we've been thinking of a Negro League theme in terms of the facility. The goal is to have a space that showcases the multiple demographics of Paterson – African American, Dominican, Peruvian, and Jamaican. We'll have a place where you can have multiple places to eat. We haven't drilled down on that as of yet. We're working on that now. I'll have a better answer for you in the future. We're working with the food structure now, but we want to do something that's as inclusive as possible.

Comm. Hodges: We do have our own high school program and it would be interesting to have some sort of interface between the two. How many seats would you look at?

Mr. Hibbs: 7,800.

Comm. Hodges: Parking?

Mr. Adofo-Wilson: We have a 300-car parking deck that's attached. We all know the space. There's not enough space for 7,000 cars, but we do have a 300-space parking deck. It's going to increase the level of traffic. We just expect that there won't be that many events that draw the full capacity.

Mr. Powell: On the other side of the falls there's the proposal that's also tied in with the tax credits that we're trying to take advantage of in terms of Paterson. We want to build a visitor's center there that's also going to have parking adjacent. It's still a longer walk. You're going to have to cut through the Great Falls National Historical Park and maybe buy a pen or a button on your way. The hope is that at least there will be some parking that will connect in terms of the viability of the whole area.

Comm. Hodges: Thank you very much.

Comm. Capers: Thank you, gentlemen, for the presentation. I'm excited about this whole presentation talking about it. I had two championship games played here when I was younger. It just shut down around 1997. Just to have conversation and bring it back is really exciting. What is the projected revenue each year? You talked about a lot of events, restaurants, and concerts.

Mr. Adofo-Wilson: We've been really conservative in terms of the projections, to be frank. We didn't project any stark incomes for it. Our goal is to have it primarily for the school district. We're not really trying to charge for all the events the school district is

doing. We've been really conservative in terms of our financing. The reality is that unless you can prove that you're going to make all this income from the events you're really not going to be able to get bank financing because there's no precedent for it. There may be some costs that school district will have on it, but our goal is that is not what the school district uses it for. We're not talking about a bunch of events outside of that. This is mostly for the school district.

Comm. Capers: But you do realize we have team and individual sports. Anything individual sports that we have, the layout here doesn't fit us? I only see two team sports working here and that's soccer and football. We will only have use of the field during the fall. There's nothing really during winter and spring. We won't be using it as much as you're saying.

Mr. Adofo-Wilson: I think the goal is that the school district has access to it as much as they need it, the weight room, locker room, and track and field. We're talking about the team sports, but the goal is for the school district to use it whenever they want it. Even though it may not be for competition it could be for practice.

Comm. Capers: You are also proposing doing a property swap with Bauerle Field. What type of revenue are you looking to put into that? Are you guys looking to give the district ownership of Bauerle Field with this proposal?

Mr. Powell: No. We already have a long-term lease agreement on Hinchliffe. Let's focus on Hinchliffe. The window on this is very tight. The complexity of this is extremely dense. The point here is let's move on getting this long-term lease agreement on the stadium and the adjacent property so that we can get the project done.

Comm. Capers: Isn't that part of the package?

Mr. Powell: No.

Comm. Capers: So it's just us extending the lease agreement. If you are having concerts, is there going to be shared revenue with the district and the city if it's a non-district event?

Mr. Adofo-Wilson: As I mentioned before, our goal is to deal with maintenance and operation so there's no payment for it. Our goal in terms of operations is to put the money back into the long-term maintenance and into reserve. There's probably going to be some events long-term that will happen. Our goal is to make this fundamentally and primarily a school district space. Even though the design doesn't do everything that it can for the school district, the goal is for it to do as much as possible for the school district. We don't have any real projections for that. We don't have any substantial plans for 10 or 20 concerts. Our plan is to open this up, do restoration, and have you guys say we need all these days for practice. The goal is not to have it be a big concert venue.

Comm. Castillo: In the original lease it states that as of June 1 the school district was to submit their yearly calendar of events, sports, athletics, and the whole nine. Then recreation would be the second group that would come in and have in their dates. Then the city would get it if they want to do any events for whatever days would be left over. That would be less than 20 days after everything is said and done with all the school and recreation events. The students have first access and we want all those to be calendared in. If there's anything else the city would like to do, then they would have

those dates to schedule. It would all be looked at by the Board. One thing that I would recommend, which I don't know if it was in the packet, would be a committee to oversee it. There would be representation from the School Board, the city, and the Historic Preservation to oversee the calendar, events, profit, and provide that oversight.

Mr. Adofo-Wilson: Another thing we were thinking about doing was having a third-party manager that would manage it. We're not in the business of managing stadiums or these types of facilities. We want to bring somebody in.

Comm. Capers: Will you guys incur the costs?

Mr. Adofo-Wilson: The costs are going to be part of the operations. We're not going to go into debt, if that's what you're asking. We're going to make sure that's a part of the reserve to make sure we can do the maintenance of it. As the Board President said, there are not going to be many more days that we would be interested in it. To be honest, we're not going to say we wouldn't be interested in it at all, but we want to make sure that the park in Paterson gets the best events in the space to do it, but it's not our priority at all.

Comm. Capers: On the baseball aspect of it, I kind of disagree with my colleague. This stadium has a lot of history with the Negro Baseball Leagues and Larry Doby coming out. I'm a football guy, but I think not having the baseball aspect of it with baseball regulation is bad. We're doing a disservice to the pro leagues, Larry Doby, and everybody else that played there for regular competition games. I'm going to save my last questions. I think we need to do something. However we can tie baseball in, that's a part of the stadium at Hinchliffe.

Comm. Simmons: I think you touched on that when you talked about the restaurant. Although I wouldn't personally put a baseball field there, I would memorialize it a different way, whether it's through a restaurant, concession, or whatever.

Comm. Redmon: To clarify a couple of things, we had two things going on. When you brought up the process of Bauerle Field, that's the reason why I asked for an update on our Shared Services Agreement plan as we've been trying to review it. Right now, our Shared Services Agreement plan has some properties on it at the time and some of those don't exist anymore. We're in the midst of working with the city to upgrade our Shared Services Agreement. Bauerle Field was never included in this particular presentation. In the beginning it was brought to us as a swap, but then we realized that we do have a lease and they just wanted to make sure that we're still finalizing with our lease. No properties are being exchanged. There's nothing there. We're having future meetings about the Shared Services Agreement with the joint committee again. We'll bring it back and we'll have suggestions from the full Board to make sure that we're all on the same page and that it goes through the city's attorney and our attorney. That's just to clarify why there are no properties being exchanged at this particular moment. Also, to clarify something else about your baseball comment, the Negro field was never designated as a baseball regulation field. It was a subpar field because at that time of history African American baseball players could not play on a regulated field. That's the reason you could not have a regulated field. This is the reason why the stadium was put for most other Negro League players there.

Mr. Powell: I think you just made our Historic Preservation director very proud of the fact that you also sit on two boards.

Comm. Olivares: I'm interested in the community. Has any research been done to find out how the community feels about this project, particularly as it pertains to the traffic increase? Can you tell me a little bit about that?

Mr. Powell: This is all happening in real time. What I can say is that there have been several different planning efforts to try and find a way to resurrect the stadium. 13 years ago we worked with NYU's Planning and Policy School to do a comprehensive study of Hinchliffe Stadium to come up with different scenarios. We did that in partnership with the school district and some area non-profits. We did some neighborhood surveys at that point. I can tell you that many people in the community were saying to bring back that stadium. The traffic wasn't really the issue. It was just the issue of all these great memories, the history, and the significance of the site. I think that what you'll find is that the community is extremely excited about the potential of resurrecting the area. That's a good point. These are the types of things that are difficult with development. As an administration we're very pro-growth. We also want to do this respectfully and equitable in terms of affordable housing, job creation, and other things. Your question is a great point. The benefits of bringing on Hinchliffe Stadium and tying it into a larger scale redevelopment and revitalization project that would open up that entire area that also includes a couple of derelict factories and abandoned edge over there as well are enormous and literally a once-in-a-lifetime opportunity.

Comm. Olivares: This is how we're assessing it. I feel it's a great thing, but I'm concerned about the community. We need to take the community into account and ask them how they feel about this. I would like some answers regarding that before we can vote on this.

Comm. Castillo: I just want us to be mindful of the time. We have three other presentations and an executive session as well.

Comm. Ramirez: To our General Counsel Mr. Murray, did you have a chance to go over the deed restrictions? If so, does this project contradict the deed restrictions?

Mr. Murray: We will have to look into that.

Comm. Castillo: We looked over the deed and there aren't any restrictions on it. We can definitely make sure that you get a copy. We actually did the legwork for you.

Comm. Ramirez: I'd like Mr. Murray's opinion.

Mr. Powell: Back to the community, I think it's important to note some of the community consensus building that went into some of the designs of this document.

Mr. Hibbs: Just briefly back to the community concern, I've been involved in this project through past administrations. Originally it was potentially a Schools Development Authority project. That was 10 years ago. There were community meetings at that time. With the prior administration there were also additional community meetings, council meetings, and school meetings in terms of that prior. This is the fourth or fifth iteration that I've been part of and I know it goes back further than my tenure. There has been a substantial amount. It's not all that different from plan to plan. The programmatic pieces may have changed slightly, but overall the plan and concept of making this come alive again has been the piece that's always been consistent. We've always received incredibly positive community feedback on anything that I've ever been a part of.

Comm. Ramirez: You mentioned the lot that is behind or on the side, which I think School No. 5 currently uses as a garden. We own that lot. You're planning on building housing there.

Mr. Powell: Housing and integrated parking.

Comm. Ramirez: Will that entail us turning over ownership of that lot?

Mr. Powell: Again, the idea is to structure it through the long-term lease agreement so that we can get the financing necessary in order to get the project built.

Comm. Ramirez: The rents collected from that housing, how's that going to be...?

Mr. Powell: That's how you're going to get the stadium developed.

Comm. Ramirez: The tax credits are \$40 million and \$11 million on some loan?

Mr. Powell: We're trying to work the various models so that we don't have to take on debt as much as we possibly can.

Comm. Ramirez: Right now is that on the table, a loan which the taxpayers or whomever is going to have to pay back?

Mr. Powell: It's not on the table in terms of the current numbers that we have as we nail down the four corners of the project currently.

Mr. Adofo-Wilson: The Housing Development stuff will probably have the traditional bank debt on it that the rents will go to pay. The housing portion of it is the one that has the least amount of tax credits. That's the one with the most traditional terms of development financing. There is a gap that we're looking at. We're not necessarily looking at it as particularly for the taxpayers. We are trying to figure out ways that we can fill that gap.

Comm. Ramirez: I remember there was a project closer to the Vistas and that tanked. If this tanks, is the district going to be liable in some way financially?

Mr. Powell: No. The reason that tanked was because the way they structured the financing was myopic. It was structured for 122 units and they did it 12 units at a time. In order to get the financing that would be triggered for the next 12 units they had to have full lease agreements. First it was home ownership and then they moved to rental. By then, the bottom fell out of the housing market in 2008. This wouldn't be structured in that way and the folks that we're working with are extremely sophisticated in terms of how we can do it. I also think because of where the marketplace is in terms of the economy, I think we're in a different place in terms of Paterson, housing demand, and ultimately the ability to make the numbers work. All good points!

Comm. Capers: Let's continue on with the housing questioning. How many units are going up?

Mr. Adofo-Wilson: Around 72.

Comm. Capers: How many people does that equate to?

Mr. Adofo-Wilson: Maybe 130 to 140 people.

Comm. Capers: What year is this going up?

Mr. Adofo-Wilson: Our goal is to be completed by 2022.

Comm. Capers: When is the new school going to be done in the Second Ward? We're adding more families and more schools, but we don't have school space.

Comm. Castillo: As long as we're doing these tax rates and it's how they're going to help us with the State and the SDA get more schooling. If they keep building, we don't know where we're going to fit any more students.

Comm. Capers: This is another issue the Board has to look at and take into consideration. We're bringing more housing. I want to see Hinchliffe done, but the other crisis we're going to have is overcrowded classrooms and probably not enough space for more families coming in. We're adding more to the problem. We're looking at a two-year difference.

Mr. Powell: This is the creative tension that's hard with economic development. At the end of the day, you want growth and you want rates that will help us with our budget as we get local control and these other things. I understand you loud and clear. I think part of what our strategy is in terms of marketing is going after millennials and young professional so we can keep more Patersonians here locally when they graduate. Make it a destination.

Comm. Capers: Millennials want to grow families and if you look at the school system... I think School No. 5, School No. 18, and School No. 27 are already busting at the seams. We can't even fit the kids that are there now. We're busing them all across town. It's a large overcrowded area already. That's more congestion. We're adding more to the problem.

Mr. Adofo-Wilson: That's the first thing the Commissioner said. Our goal is to create some sort of diversity in terms of the economy. Two years is a time period. We probably won't have that many two and three bedrooms. There will be some limited numbers. Eventually the numbers will get there.

Comm. Capers: What are the plans? Will they have more four-bedrooms?

Comm. Castillo: We just want to make sure that we keep it on Hinchliffe. I know Mr. Powell and Mr. Baye will have some time to get into the details of what the apartments will look like and things like that. I think they will have some time available for Board members to do that. I just want to make sure you have all the questions in for Hinchliffe so we can go on to Comm. Martinez and keep it moving.

Comm. Martinez: Would you guys be able to make yourselves available for questions that may arise during the process? Can you keep this line of communication open? If there are questions that anybody has here, are you guys available to answer them? Beautiful! Comm. Olivares, the point you raised was a good one. It's serendipitous in the sense that this Saturday, May 5 at 9:30 at 52 Front Street there's a community meeting taking place dealing specifically with a lot of the projects that are taking place in that neighborhood. This is going to be a big portion of that meeting. Folks will have an opportunity to share their thoughts. Anyone who's going to be available to attend that meeting, it's at 52 Front Street at the Great Falls Community Center. You can get a little bit of the history that's been done and a current update. Three takeaways that I want to

continue to get updated on have to do with the maintenance and management of the project. The parking and traffic studies are also realities. The traffic there is pretty intense as is. Down the line how are we going to be able to maintain through any potential revenues coming through? How do we stream those revenues to go towards the maintenance? In my opinion, the biggest win from this potentially is having the stadium available for our young people to use. We want to keep that at the forefront. The stars are aligned. It's a difficult lift, but we have to be mindful I don't want us to cut our nose off to spite our faces and because of the challenges we're going to let this opportunity slide and then we're sitting with the stadium for another 20 years. We have to maximize this opportunity as difficult as it may be. I just want to paint this picture. Right now, our national park is booming. It's growing. You come into our city and things are alive. But we have a stadium with historic significance that's not being used. You have the state park. You have all that area right there that's blighted. That's how it currently sits. Imagine the difference in a few years when you come into Paterson at the national park and the visitor's center at the Falls is now developed. You can go to the national park. You can go to the gift shop. You can walk across Marielle and Kramer. You can go towards School No. 5. You have a revitalized stadium. You have housing. That is a completely different picture that we have potentially in front of us than what we have right now. That's the reality. It's tough. It's difficult. It's painful. It's not ideal, but those are the options we have. Leave it the way it is for another 20 years, or we can have that picture.

Comm. Castillo: Any last questions?

Comm. Capers: Thank you for taking this on. I know it's a lot of work and a lot of moving parts. I hope we can get something done here. Like Comm. Martinez said, it's just sitting dormant. It's an eyesore. I wish we can get it up and running again. I have concerns that we have more conversation in the near future and we can get on board and get something done here in the city. I want to thank the administration for taking this on and proposing some real stuff going in the city. Thank you.

Comm. Ramirez: I have a final question for the developers. Is this the first project of this nature that they've done?

Mr. Adofo-Wilson: No. L+M is a large developer. They did the Hanes building in Newark and 25,000 units of housing. I've done historic project parks before in Newark. I've built houses. This is a really experienced team that has done mixed income housing and tax credit projects. We have experience in that regard. I wanted to make sure that we had the best team possible for Paterson.

Comm. Castillo: Gentlemen, I want to thank you so much. I'm very excited. I know we do have a few I's to dot and a few T's to cross. Hopefully we can get that information to our legal as soon as possible. I wasn't one of those students who never really enjoyed Hinchliffe. I've seen it dormant for many years. I'm excited to see something new, especially for all of our students. I have heard people remember and we want to make sure that our residents have that opportunity one more time. Thank you. I appreciate it. Please make sure we get all the information as soon as possible so we can discuss it as a Board and move forward.

Mr. Powell: We will. Thank you, Superintendent and Board Commissioners. There's much work to do and it's going to require all of us working together. We really appreciate it. Thank you.

Comm. Castillo: Madam Superintendent, because of time, is it okay if we go into presentation D, go into public portion, and then do the other two presentations?

REPORT OF SUPERINTENDENT OF SCHOOLS

Ms. Shafer: Good evening everyone. Thank you for coming out. I apologize for my tardiness, but we had a teacher who was in the district 57½ years, Jane Silverstein, and they had a retirement function at the Brownstone and I just could not miss that. In any event, I'd like to ask at this time for Dr. Steven Cowan to come forward. Dr. Cowan joined us last week as the highly skilled professional. I would just like to introduce him to the Board and the community and ask him to say a few words.

Dr. Steven Cowan: Good evening Madam President, members of the Board of Education, and Superintendent Shafer. I'm on a steep learning curve. I really don't have any comments prepared tonight. My learning curve is at the altitude of a 757 right now or Mt. Everest. They're all about 24,000 feet. I truly appreciate the appointment by the Commissioner and I look forward to working with you all in the future. Thank you.

Relocation of Schools

Ms. Shafer: At this time, I'm going to call Nicole Payne and Sandra Diodonet who are going to do a presentation on the Relocation of Schools.

Comm. Castillo: Just to remind the Board, this is a conversation that we had at the last Board meeting. We talked about relocation of a school for financial purposes and then they came back to instruction and program with a full-fledged plan they wanted to make sure that the Board saw in time.

Ms. Nicole Payne: Good evening Board members, cabinet members. It's a pleasure to speak with you tonight with Assistant Superintendent Diodonet. As you are aware, there is an initiative to start a new alternative school for the district. We're just going to do a basic overview about what that's going to look like. The plan, with your approval of course, is to open in September. The factors for the change are the cost savings. As you know, we are in a deficit situation currently. It's an attempt to pool our resources and save money. One of the reasons we're doing this is to ensure the stability of our non-traditional programs. Throughout the years there have been combinations of downsizing and movement of all our alternative programs. This move here hopefully will ensure some more of a stable program. Pooling our resources together now we can possibly have full-time staff, teachers, community members, and an opportunity to create a new school program and become a model program in urban education in terms of non-traditional programs and alternative education. The location will be at 350 Market Street, which is the current site for Great Falls Academy. There are currently 15 classrooms with four floors. According to code, alternative programming should have a 12:1 ratio. I kind of skewed it a little bit to a 15:1 ratio, which will give us a potential enrollment of 180 to 225 kids. The trend of the past four years has been in 2018-2019 we had 284 alternative students, in 2017-2018 326 students, in 2016-2017 421 students, in 2015-2016 437 students, and in 2014-2015 603 students. These numbers represent some of our smaller academies such as HARP and PANTHER. They have typically a student body of those numbers. This also will offer us an opportunity to pick the best suited staff. Now that we have a cadre of teachers, we can pick the best ones that will work with our students. We'll have the ability to reclassify PCs, those PCs that we can use intervention services for full-time SACs, guidance counselors, instructional aides to be able to service the needs of our students, and behaviorists. Those are the things that we can look toward if we reclassify. We know we can't keep all the staff and

we wouldn't need all the staff from both schools. It will provide us an opportunity to pick the best and to reclassify. It also gives an opportunity to give it a new name and a new identity. I think that is going to be very critical. I passed out at a fiscal meeting a very comprehensive timeline. I have copies of that. I didn't want to put it back in the folders because some of you have it and some of you don't. If anybody wants a longer comprehensive timeline, we do have copies of that. These are the hard dates. The original dates were based upon a different projection of approval, so I modified those. If approved, even though the administrators have been apprised of the changes, we want to sit with them together to discuss the rollout. The Superintendent will communicate her plan via letter or video. Now we have to meet with staff, students, and parents. This is the timeline. Myself and Assistant Superintendent Diodonet will meet with the staff separately on the 13th and then we will meet with the parents here at Central Office. It's easier to get to. Parking is easier. We have security. During these sessions we're also going to field concerns from these separate groups and address those concerns. If need be, we can reconvene to be able to address further concerns if we can't address them at that meeting. We will also meet with the students separately at the schools. The students are going to have concerns as well and we want to make sure that they're addressed. We don't want folks to feel that this is done haphazardly, but that we're taking our time and consideration. I'm also recommending that we do a facility walkthrough on May 23 with all parties so that we can really see the layout and what the needs are. As we begin to combine staff, we have to look at classrooms, who's going to be where, how many desks, and how much furniture. It's not necessarily that we need to move every single piece because we don't want to overcrowd. Establish the new school committees - we'll have student ambassadors serve as one committee, teachers on another, and then we all also have parents. These committees will help facilitate the move and transition. When I say create a timeline, I mean more of a timeline for the move. When should things be packed? When are we actually going to move? If we have an English classroom, how many English teachers are going to be in there? What classrooms and furniture needs? We may not need all the furniture from 151 Ellison and we want to make sure that we don't overcrowd that area. Of course, there needs to be some kumbaya with the staff and the students so we are planning team-building activities centered around some of the concerns they may have and about changing and transition. In-service training and team-building activities for the staff, I have that at about four days because once we have this new school we need to do some in-services and training beyond the conversation about what it's going to look like. What are we going to do once we're all together in this program? That in-service and those workshops will continue throughout year. It's not just a once-shot deal. An advisory work groups - since time is of the essence, we'll meet weekly to discuss progress with the building administrators and assistant superintendents. The course requests have already been completed by the guidance counselors at the respective schools. The courses are the same. The sections and classrooms may change, but we will not be behind the eight-ball in terms of creating schedules for students. Guidance counselors have hours over the summertime so we'll have this initial foundation and then we will be able to flesh it out during the summer guidance hours.

Ms. Sandra Diodonet: To create the ultimate master schedule that would benefit the needs of the students and the teachers.

Ms. Payne: The physical move will occur over the summer with the other moves that are happening during the school year. We're talking about the fiscal needs and the fact that we'll be able to pool resources. But what are we going to do with this new alternative school program? These are the possibilities that we can have with this new alternative school program. Provide students with the support they need. A lot of times

I think folks think about alternative education as being some sort of punishment, but it's really an intervention. Not that we haven't been doing that, but now we can do it maybe with more robustness and fidelity. Memorialize best practices. We need to make sure that what we did in 2018-2019 that works stays in 2023. If we're not all sitting at this table in this room presiding over this school district, we want to make sure that whoever comes in that we have best practices memorialized so that it's just not hit-or-miss. It's a unique population such as Gifted & Talented, special education, or English language learners. A pedagogical shift - we need to look at project-based learning, problem-based learning and structured learning experiences, getting those kids out of the building into structured learning experiences, exposure to the community, reconnecting to the community, including teacher collaboration and common planning time. It is critical in alternative settings that teachers can come together. A lot of times in traditional settings it's harder to do because of the preps. We need to be intentional with scheduling them so that teachers can come together to discuss, not only academic best approaches, but socioemotional concerns. We can offer diversity of electives, enrichment, and intervention courses. Now we can take the courses that are offered at Silk and implement them into the new school as well as the elective courses. A lot of times these settings may have two or three electives, which makes it difficult. What happens is students want to stay because they become successful. Inasmuch as we try to move them on, a lot of times they want to stay. Then what do we do? If we are able to provide some additional electives, we would be able to meet graduation requirements in a different sort of way instead of having one or two electives. Enhance student life - student council, incentive programs, and student mentoring systems. There is a student life component to that. That's how culture and climate gets better in the school because students are now engaged in non-academic settings. Restorative practices, progressive discipline and behavior modification. It was great earlier this year under the leadership of Assistant Superintendent Diodonet, Ms. Shafer, and Ms. Peron. They went out to do restorative practices. A part of our team in the alternative setting has already one that and this is the progressive way to begin to look at how we address student behavior and move away from simply being punitive. Progressive discipline - does the consequence match what's going on with the discipline? Let's look at the progressive discipline. How do we work better with students, whether it's a token or point system, some of that nature to be able to see some changes? Bolster staffing needs. Right now, we're dealing with a part-time guidance counselor, part-time SAC, and three instructional aides. Now we can provide that support that those kids need. We get a fulltime SAC, and fulltime guidance counselor, and a behaviorist. That helps the progressive discipline because now we have the staff there to be able to address those students and their needs.

Ms. Diodonet: I just want to add that the research done does talk about small settings where children in alternative settings will be more successful if they feel that they're emotionally and physically safe and where there's conflict resolution. This new school and merger will allow for that.

Ms. Payne: The bottom line is we need to rebrand and develop extensive community partners. We can't do this alone. The school district just can't do it. We need to really connect our students back with the community. Full cabinet and Board support, and commitment for new initiatives - I'm not saying that as a slight in any sort of way, but just to make sure we're all on board and we stay committed throughout the whole process. Although this won't cost the district much, except for probably the moving costs and team-building activities, it's a huge investment in the future of one of our most vulnerable student groups and populations. As we move through this process, we may save a lot, but also let's consider the programming that we're going to be providing for our students. Just some food for thought as we frame these conversations - the

foundation of every state is the education of its youth. Whatever they have and whatever they bring, that's true. There are risks and costs to a program of action, but they are far less than the long-range risks and costs of comfortable inaction. I heard it earlier today that change is hard. We have to do it. We have to commit. Finally, man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of a method is love. That's by Martin Luther King. That concludes my presentation.

Ms. Diodonet: The research of Campbell and Wilson says that when kids are placed in an alternative setting that is done well graduation rates do increase for that population.

Comm. Castillo: Are there any questions?

Comm. Hodges: Which schools will you be combining and replacing?

Ms. Payne: Silk City and Great Falls.

Comm. Hodges: Those programs are slightly different. How would you accomplish that integration together?

Ms. Payne: That's why I bring up the other programming factors. We need to be able to look at the myriad of students that are coming to the program for various reasons and address those. Taking the practices that already exist at Silk and combining them with the ones that happen at Great Falls currently. We have to just be hyper aware of what's going on with the students to make sure that this transition happens in the best way possible.

Comm. Hodges: I'm concerned that you have two different student populations there. You mentioned the number of students before. Now you're going to have 225 or whatever. That concentration or population, where do the rest of the students go?

Ms. Payne: I think the initiatives throughout the years have reduced the number of students that are coming into our alternative program. Different high school initiatives, the attendance officers that have implemented, the credit recovery programs, the social services that have also been augmented at the schools, principals looking at the data more discreetly to be able to see in which ways could they help out some of those students that traditionally may have come into an alternative setting. I would like to think that the work that we've been doing in the alternative setting over the past six years has also been able to not only place students, but inform professionals on let's look at this differently. Maybe this kid should not come. It's a referral process. The students have to sit before me and we talk about what's the best plan. Through those conversations over the past four to five years we've been able to address some of those concerns in a different way. I think that's some of the reduction in the numbers that we're seeing. Also, because of the limited opportunity we have to triage. We have to take the most critical student at this point. Whereas before we may have had a student that was on the fence and we had them come into the alternative setting, now because we are narrowing the number of seats available it's really a triage. We're taking the most critical students.

Ms. Diodonet: It's not a comprehensive school where they're meant to stay there for four years. They're there for a certain amount of time until we can get them right back on track to get back into the comprehensive schools. It's not where they're going to start freshman year and go all the way through senior year. That's not the purpose of the alternative school. We give them the support that they need so that they can be

successful again if we need to transfer them back to the comprehensive high school or to their small academy. That is just a place where we give them the support that they require in order to be successful.

Comm. Hodges: The concern I have is that your initial description was an increased growth to the area of 600. Now you're cutting down to a third of that. I'm just wondering how that gets accomplished in the short-term.

Ms. Payne: That 600 was about four years ago. Last year I think we said we were at 284. I understand what you're saying and I hear what the concern is. I do believe the Board presented this to us as a means to be able to cut costs.

Ms. Shafer: One of the reasons that the number is going down is because we closed one of the alternative schools, YES Academy. That was three or four years ago. That 600 number was three or four years ago. What is the number now when we only have Great Falls and Silk City so the Board knows?

Ms. Payne: Currently it's 284 students. To Ms. Shafer's point, in 2014-2015 we had Destiny, Great Falls, Silk City, and YES Academy. We had four alternative programs. There were more opportunities for students to have placements if they were struggling.

Comm. Castillo: I know the high schools are changing the schedule a little bit to stretch it out and allow students to have more of an intervention or if they need extra help. If a student doesn't do well in one year or fails a class, instead of going to an online or after school class, that will be embedded into their daily school. Instead of leaving at 12:00 or 1:00, now they will be there until about 2:30 or 3:00 in the afternoon. Their day can be a little longer and students can also accommodate in the classroom. I think they've been doing a great job. Obviously, it's not the ideal. Students are receiving resources and services that they weren't in the past. I think Mr. Cozart explained that is our last retreat on the new things they've been doing at the high school level, specifically with the high schools and sitting down with the students and getting to know the students so they can catch them early as a freshman or sophomore as opposed to a junior or a senior. As I stated in the last Board meeting, this idea is also something that we'd have to talk about as a reduction in finances. We also have another really big lease that this would give us the ability to possibly get out of.

Comm. Hodges: My concern is we also have an associated decrease in graduation rates. I'm concerned that all of these pressures are leading to that decrease in the graduation rate. I'm looking at this and I'm wondering are some of those kids being lost from Destiny and all the other programs. That has to be watched very carefully.

Ms. Diodonet: From Great Falls Academy, I believe they had 12 seniors last year that were in the program. They were able to graduate. Obviously, they had to do some credit recovery work but that is some of the hard work that the guidance counselors, teachers, Mr. Moody and his team were able to work on. We're very proud of that because when we think of an alternative setting sometimes we don't think that they're going to graduate. I can only speak about Great Falls because it falls under my unit. They work really hard to get these kids the support that they need to be successful and to get a high school diploma.

Comm. Hodges: I'm particularly concerned about the credit recovery program. That is suspicious to me in terms of being able to... I won't get into that right now.

Ms. Diodonet: I hear you. Duly noted, but it's something that schools all across America use. It's not only Paterson schools.

Comm. Hodges: That will be a long conversation, but it needs to be looked at.

Comm. Capers: Thank you, ladies, for your presentation. When a merger happens, how will the team look?

Ms. Payne: We're not sure yet. We would actually have to sit with the administrators to be able to look at staffing. I have an idea of how I would want to do it.

Comm. Capers: Can you share?

Ms. Payne: Yes. I think we need to look at both PC lists, teacher evaluations, and what teachers actually work best with our students. Right now, we may have five math teachers amongst the alternative settings. We may need three. I need the best three. It's like picking teams. And also, how well students get along. A teacher can be very successful at a comprehensive high school, but once they come to an alternative setting it doesn't translate the same way. We want to make sure that those teachers also have that other piece. Definitely you're good with pedagogy, but do you know how to deal with our students in that clientele? I think it needs to be fair and open. Everybody brings something different.

Comm. Capers: How are we making that determination? Who's doing that?

Ms. Payne: We want to sit with both school administrators, look at both PC lists, and just go through and make a selection of who would be the best suited for the job. Because of these small class sizes, we run into the PEA union contract. Between preps and the fact that you can only teach within two disciplines with certification, that's what jams us up a lot of times. Even though the population is small, we still have to meet graduation requirements as well as PEA contract rules. We may need four math teachers even though it's a student body of only 250 because we need to meet the algebra I, the business math, the SAT prep, geometry, and algebra II.

Ms. Diodonet: We also have to meet special education students. Even if we have English language learners, we have to take that into consideration. That's a population that if we have to service them at the alternative school, they need the proper teachers.

Comm. Capers: I was just worried because the kids from Silk City are a different population from Great Falls. If we transfer teachers from Silk City to Great Falls, those are different students. They haven't taught with those students.

Ms. Diodonet: Professional development is definitely within our action plan for teachers because it's something that we all need to freshen up on, especially if you want to teach positive peer culture and restorative justice. All of those need real professional development, training, and being able to want to be there. We want teachers that want to teach our children.

Ms. Payne: We shouldn't assume necessarily that because a teacher is at Silk City that they can't handle the population at Great Falls. Sometimes when you shake the tree that's where the people fall out and some people at Great Falls it also shouldn't be assumed that they are necessarily suited to work in that environment.

Comm. Capers: I agree. How would the administration structure look?

Comm. Castillo: That's a personnel question. Both of these schools had some time together during the last issue that we had at Silk City.

Comm. Capers: I'm not looking at names. How many principals, vice principals, and support staff are we looking at?

Comm. Redmon: Can I make a suggestion to Ms. Payne? I would like you guys to meet with the human capital specialist so you can go through the PC numbers and you can bring it to the personnel committee to discuss it fully in personnel. Then we can report back to the Board about who's shifting, where the shifts may go, and why the shifts are happening. We can also start checking certifications where our teachers might be. I think this should be more of a personnel committee issue. This should not be done at a public setting.

Ms. Diodonet: Agreed. The personnel department is working on something major now.

Comm. Redmon: As soon as they're done.

Comm. Capers: Are we on any type of timeline for this?

Ms. Diodonet: It's a very tight timeline. It's for September. We have a timeline and an action plan already in place. We just have to change the dates on the action plan.

Comm. Capers: But if we don't know certain structures and how it's going to look why are we moving forward?

Comm. Redmon: The personnel committee meets throughout the summer. We can also have a special meeting in between so the Board can get informed about the changes that are going to happen for September. It's not up for a vote. This is per administration. The Superintendent has the authority to do this without our permission. She can just do it and we just have to be aware of it. We have a Superintendent that's working with us so that we have some plan in this.

Comm. Capers: Do what?

Comm. Redmon: Moving staff members. That is the Superintendent's role.

Comm. Capers: I was talking about the school process.

Comm. Redmon: That is her role also.

Comm. Castillo: Correct. We don't vote on it. I know you have a lot of work. You have done an amazing job so far. I know it would be a difficult decision. I'm excited about moving forward and the new branding of the new school. As Ms. Payne said, it's not a merger. It's a new school. To have these different ideas of what Great Falls looks like and the perspective that people have of it, it's moving into a new direction. It's not going to be easy, but we want to be updated and involved as well. Thank you, Ms. Payne. Are there any other questions?

Comprehensive Equity Plan

Ms. Houry Yeganeh: Good evening. My name is Houry Yeganeh. I'm the Affirmative Action Supervisor for the district. I'm here to present the Comprehensive Equity Plan, which is a three-year plan. It's a compliance to identify programs, policies, practices,

and conditions in accordance with the statute and to manage equality and equity in education, employment, programs and practices in all our schools. It's a mandate. Every district has to create one. Put simply, it's a checklist submitted to us by the state and we really have to match all the policies and regulations that we have already established just to show them that we are in compliance and we are following protocol. It also has a segment on staff development, which we do have online professional development for the entire district population. I provide professional development sessions for the Affirmative Action representatives who are volunteer staff members, professional development for new teacher orientation, and any additional PD as needed. We have to make sure that school and classroom practices we have the policies. Everybody is being provided with equal educational opportunities. Employment and contract practices as well that we are an equal opportunity employer. The State recommends the Statement of Assurance. It's a document showing that we are in compliance. It is signed and dated by the Superintendent. I do have to submit that to the County office every September 1 for the following year. Once this is approved and submitted and is approved by the County, we do submit the 2019-2020 Statement of Assurance with the document. You do have everything in that packet. We do have an affirmative action team led by me. We only meet when there is a need to create a corrective action plan. So far, we are in compliance and we have never had to create one. There's a copy in that packet of the Board resolution. I need the Board resolution to submit and assemble all the documentation that you are seeing in that packet to the County office. I do have a deadline of June 14. Once it is submitted to the County office, they do review it. If there are any changes that are needed, they do get back to us. Once it is approved we begin implementation as of July 1, 2019 through 2022. It's a three-year plan so every year for the next three we do have to follow all these policies. The policies are updated according to that checklist packet that you do have in your folders. Are there any questions?

Comm. Castillo: Thank you so much.

PUBLIC COMMENTS

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

Comm. Castillo: If you're visiting us for the first time this evening, we usually allow three minutes just to be respectful of everyone else's time, especially today since we're running a little bit late.

Ms. Anna Martinez: Good evening. I'd like to take this opportunity to introduce you to Silk City Arts. My name is Anna Martinez and I'm the President of the Silk City Arts. We are a non-profit organization based here in Paterson. We are a group of passionate ambitious and visionary artists whose mission is to advocate for the arts, to support the local artists, and collaborate with art initiatives to serve the community of Paterson. We are proud to host events such as our monthly meet and greet, which is a networking event for artists and art supporters. Another event is our art expo. It's a community-based event. Today Silk City Arts is grateful to present you another annual signature event, our first ever wheelchair basketball benefit game here in the City of Paterson. I now present you Jimmy Jeffreys. He's one of our committee members who has been instrumental in organizing this promising event.

Mr. Jimmy Jeffreys: I feel like I'm doing standup. Thank you very much for inviting me here to speak about Silk City Arts and our first annual wheelchair basketball benefit

game. We're scheduled to play at the Dr. Hani Awadallah School on Saturday, May 25. We would like to invite Comm. Martinez to play. Are you going to play against me? As long as you don't slam dunk on me. We've spoken to the Mayor and he's going to come and attend the game. We would also like the councilmen to come and maybe participate in the game as well. The game is about awareness and not only about benefitting Silk City Arts and the art benefactors, but also awareness about disability sports and adaptive sports in general. For the fact that it's the first time in the City of Paterson I think that is a very big endeavor. Again, I thank you very much for allowing us to speak here and comment on the game. I hope to see you on the 25th. The game is between 1:00 and 5:00 on Saturday.

Ms. Rosie Grant: Good evening. This morning I had the privilege of being at the State Board of Education meeting for Ms. Shafer's report. I had to leave early, but what I saw was really good. We're doing well with our reduced resources and I'm told that it was well received by the State Board of Education Commissioners. I left early because I had to come back to Paterson to participate in a webinar put on by the National Council of Chief State School Officers. It was about attendance and reducing chronic absenteeism. The audience was administrators from across the country. Attendance Works and the State of New Jersey were also represented on the webinar. I had the pleasure of being joined by Mr. Huff, EWK Principal here in Paterson, to share some of the strategies that he's using. Mr. Huff, Ms. Neil, and one other of our principals are all highlighted in this new Attendance Works toolkit, which is focused on kids who are transitioning from first grade to kindergarten. We have shining examples and bright spots here in Paterson that I want to encourage you to take a look at because people across the country are taking a look at it and using it as a measure of success. I wanted to alert you that the Jersey City Board of Education is filing a lawsuit for additional funding. I can't tell you that you should do one too, but I just want you to know that Jersey City's Board of Education has said that they are going to proceed with a lawsuit. The teacher's union president walked from Camden to Trenton a couple of weeks ago to draw attention to the inequities in funding and to stop the closing of their schools. As I left the meeting this morning, a bus full of Camden students and parents in cars were showing up for a sit-in at the Board of Education meeting. We're not in this together, but we have to get active as well so that Paterson gets some of that attention and perhaps any funding that might come from the uprising. We really need an uprising so that we can get the attention of the people who are making the decisions in Trenton. I have some invitations for you. One is our Fifty-Book Club. You will get them by email. Many of you have been. It will be on Thursday, June 6. We will also be kicking off the summer reading program and releasing a new community solutions action plan that community agencies are busy developing right now. The Paterson Alliance's Extra Mile Award will be on Friday, May 10, 12:00 to 2:00 at the Brownstone. The honoree will be Elizabeth Nunez, who is a district employee. I encourage you to join us at the celebration. Our Annual Jazz Party is on Saturday, June 15 at Dey Mansion. Sarah Laldee will be one of our honorees. Again, I will be sending you an invitation and I hope you can join us at these events to honor the great work that is being done by your staff. Thank you.

Ms. Patricia McNeil: My name is Patricia McNeil. I came here with my granddaughter. She will be reaching out to the Superintendent over School No. 4. This is what's going on. At no time should any child not be getting special needs services. Her child has not received any special needs services that he's supposed to have this year. He has an IEP. They do not have a counselor there and he's failing. Her daughter is in third grade. I want to know how she will follow up with that. The next concern she has is here we go again for year after year they will put these substitute teachers into these classrooms. This child in the third grade has not had a teacher since January and she's

failing. She came here today because she wants her children removed from that school. She doesn't feel that they're getting what they need. All of her children attended School No. 28. Those kids were not failing before they got to that school. They're having a problem in that school. There are fights in that school every single day. She will be reaching out to Ms. Warren to get her concerns taken care of. I couldn't believe it when she told me that her son has an IEP and it has not been addressed this year. One way or another it's falling through the cracks in that school. I can go in there and meet with Mr. Medley with her, but he doesn't really want me to come. Those were her concerns. Thank you for letting me come up here and address them.

Ms. Shafer: Ms. McNeil, don't leave yet. Cheryl Coy just walked in. She has her hand up in the back. Can you just give her the information and then she will be in touch with your granddaughter?

Ms. Inga Spungen: Good evening. Good to see you. I'm Inga Spungen from the Paterson Alliance. I'm the Executive Director there. I want to thank you for the time that you spend doing all this good work for our kids. We really appreciate that. I'm here tonight to talk about Full-Service Community Schools. One of the things that you're going to be voting on tonight, and hopefully approving, is a collaboration between five of our members. The Paterson Alliance is a collation of 70 non-profits and five of our members – NJCDC, Oasis, Boys and Girls Club, St. Paul's CDC, and New Destiny Family Success Center – are working as the supporting agencies for the Full-Service Community Schools, which are seven in Paterson. Our plan is to bring everyone together and see how we can collaborate, share resources, and create collective impact. Our goal is to strengthen our schools, provide additional services to support our children and families. Finally, we hope to bring everyone together to find new resources and research new grants that we can apply for together knowing that working together we can accomplish a lot more than we can separately. Thank you for your time and for all that you do. I look forward to hearing this get approved.

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.

PRESENTATIONS AND COMMUNICATIONS

Discussion of Internal Audit Unit Review of Early Childhood Provider Passaic County Community College Child Development Center

Ms. Shafer: I'm just going to ask Nick Flattery to please come up and go over the early childhood provider audit.

Mr. Nick Flattery: Good evening. I'll be presenting the most recent preschool audit report. The Paterson Internal Audit Unit conducted an audit of the Passaic County Community College Child Development Center, a provider participating in the NJDOE Preschool Education Program, for compliance with the terms of the contract for the 2017-2018 school year. Passaic County Community College Child Development Center is a preschool providing service to the children of Paterson. It is part of Passaic County Community College and is located at 1 College Boulevard in Paterson, New Jersey. During the 2017-2018 school year, the center was budgeted for 105 Paterson preschoolers with an approved budget amount totaling \$1,607,434. As a result of the audit, two deficiencies were noted, which I will identify and provide our corrective action and method of implementation. Finding number one – the provider underspent the

budget by \$20,625. The district reduced the monthly tuition payments to the provider starting in December 2018 and ending in June 2019, at which point all funds will be recovered. Finding number two – the provider was using a teacher whose P3 standard teaching certificate had expired. The teacher was removed and replaced with a teacher with an up-to-date P3 standard certification. There has been an update. That original teacher has had her P3 renewed and she's back in the classroom now. Are there any questions?

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School District approves the payment of bills and claims dated May 1, 2019, beginning with check number 216737 and ending with check number 216818, and direct deposit numbers 346 and ending with 359, in the amount of \$13,825,754.11;

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

It was moved by Comm. Redmon, seconded by Comm. Simmons 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

Resolution No. 2

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

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

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

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

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

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Eric Crespo Assistant Superintendent	2019 NJAFPA Conference East Princeton, NJ	May 30, 2019	\$187.44 (registration, transportation)
Joanna Tsimpedes Associate Chief Academic Officer	2019 NJAFPA Conference East Princeton, NJ	May 30, 2019	\$187.44 (registration, transportation)
June Gray Comptroller	NJASBO 57 th Annual Conference Atlantic City, NJ	June 4-7, 2019	\$942.20 (registration, transportation, lodging, meals)
Richard L. Matthews Business Administrator	NJASBO 57 th Annual Conference Atlantic City, NJ	June 4-7, 2019	\$942.20 (registration, transportation, lodging, meals)

Oshin Castillo	NALEO 36 th Annual Conference	June 20-22, 2019	\$3,019.88 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Joel Ramirez	NALEO 36 th Annual Conference	June 20-22, 2019	\$3,019.88 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		

TOTAL CONFERENCES: 6
TOTAL AMOUNT: \$8,299.04

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- Self
- 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

Resolution No. 3

WHEREAS, the Board of Education recognizes that the preparation of a school calendar is essential to orderly educational planning and to the efficient operations of the district, and

WHEREAS, the District Superintendent shall annually prepare the school calendar for Board of Education consideration in collaboration with union associations and the County Superintendent, and

WHEREAS, the 2019-2020 School Calendar satisfies the 185 days' requirement for staff employed on a ten-month basis, and a minimum 180 days for student contact, and in the event the district is closed due to inclement weather or other emergencies, days may be added extending the school year beyond the last day of school noted in this calendar, and

WHEREAS, the district will implement a delayed opening schedule when either weather or other emergent conditions are imminent, which will allow for the timely and safe arrival of students and staff and provide for additional time to reconsider full closure based on developing weather conditions, and

WHEREAS, the school calendar was developed in consideration of the New Jersey Department of Education's released state assessment calendar, and

WHEREAS, the District Superintendent recommends the adoption of the school calendar for the 2019-2020 school year, and

WHEREAS, the State District Superintendent reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district, now therefore

BE IT RESOLVED, that the Board of Education approves implementation of the 2019-2020 School Calendar pending final testing dates.

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

Paterson Board of Education Standing Abstentions

Comm. 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

Resolution No. 4

Whereas, in compliance with N.J.A.C. 6A:7, all school districts are required to develop and submit to the New Jersey Department of Education a Comprehensive Equity Plan by and

Whereas, the Comprehensive Equity Plan must cover school years 2019-2022, to enable the district to address identified equity needs affecting its facilities, programs, pupils, or staff in accordance to state and federal laws; and now therefore

Therefore, Be It Resolved, that the Paterson Board of Education approves the submission of the Comprehensive Equity Plan to the New Jersey Department of Education for its authorization for the implementation of the plan.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 4 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

Resolution No. 5

WHEREAS, the 21st Century Community Learning Center (CCLC) Program supports the Brighter Futures District Strategic Plan in Priority I: Effective Academic Programs under Goal 3: Increase college preparedness;

WHEREAS, the 21st CCLC Program is a federally funded program out of NJ DOE Title IV, Part B of ESSA funds and Paterson Public Schools received the competitive grant award in 2017 for funding for five years, pending yearly continuation application approval;

WHEREAS, 21st CCLC Programs provide the opportunity for students to participate in academic remediation; academic enrichment; positive youth development; cultural and arts; and health, nutrition and physical activity along with parent engagement activities and field trips;

WHEREAS, the 21st CCLC Program extends the school day for participating students until 6pm and extends the school year for participating students by approximately four weeks;

WHEREAS, Paterson Public Schools would like to submit an application for funding for 2019-2020 and two subsequent years (pending availability of funds by NJ DOE) for two schools, School 24 and Rev. Dr. Martin Luther King, Jr School to service approximately 255 students and receive funding up to and not to exceed \$535,000 per year in grant funding with an in-kind match in local funds of \$27,300 and additional in-kind services;

WHEREAS, the application for consideration for the 21st CCLC Program Continuation Grant Cohort 13 is due on May 2, 2019 and requires board approval to submit the application;

BE IT RESOLVED, that the Paterson Board of Education approves the intent to apply for the 21st Century Community Learning Centers Program, Continuation Grant: Cohort 13 for funding for after school program for School 24 and Rev. Dr. Martin Luther King, Jr School for up to \$535,000 with a required 30% match (cash and in-kind services).

It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution No. 5 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

Resolution No. 6

Mental Health Forum Act II, Mental Health Matters, Awareness is Key for Paterson Public Schools and the Paterson Community

Whereas increasing student achievement through effective academic program is Goal 1 of Priority 1 of the Strategic Plan for Paterson Public Schools and creating and sustain partnerships with community organizations, agencies and institutions is Goal 3 of Priority 3; and,

Whereas, Paterson Public School District provides the Paterson community and the community at large with resources and information regarding emerging issues in mental health that our students and their families may face. The district is dedicated to creating and maintaining safe, caring and orderly schools while promoting mental health and awareness as a part of that.

Whereas, Paterson Public Schools, Paterson Board of Education will have Laverne Williams, CSW Mental Health Association of New Jersey, Inc. Director of PEWS and Lynette Butler of Shaw Training Solutions, LLC; P.U.R.E. provide the Paterson community and the community at large with information on overall mental health and awareness to include what mental health is, signs of mental illness, and resources and services available.

Now, Therefore, Be It Resolved, that the Paterson Public Schools Board of Education shall approve the Mental Health Forum/Program slated for May 20, 2019 at International High School from 5:30 p.m. – 8:00 p.m. Presenter cost of \$150.00 each. Total cost \$300.00.

It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution No. 6 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

Resolution No. 7

WHEREAS, the participation in the Paterson Alliance's Nonprofit Agency Collective Impact Project with Full Service Community Schools supports the District Strategic Plan in Priority III: Family and Community Engagement Goal 3: expanding partnerships; and

WHEREAS, Paterson Alliance has been provided funding through the Taub Foundation to support and collaborate with the various nonprofit organizations that serve as lead agencies and community partners for Paterson's Full Service Schools to enhance and expand the activities and services that are provided to our students and families by leveraging the strengths and resources of our community partners. Paterson Alliance is working with Maverick & Boutique to facilitate the project; and

WHEREAS, the intent of the project includes:

- Identify and align participants with common goals to achieve the greatest impact
- Develop structures and methods of working together for greatest efficiency and effectiveness
- Increase capacity and effectiveness of the FSCS lead agencies in Paterson by:

- Assessing school strengths and assets for need in each neighborhood/school
- Enhance collaboration between all partners (nonprofits and the school district)
- Planning to include the inclusion of two new Full Service Schools each year; and

WHEREAS, activities for this project include site visits to the Full Service Schools and lead agency coordinators; workshops for stakeholders (school staff, agency and partner staff, community members); needs assessment including interviews and focus groups of stakeholders and surveys; identifying potential grant writers; mid-project report; and a final report; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the participation in the Paterson Full Service Community School Nonprofit Collective Impact Project with Paterson Alliance from beginning May 1, 2019 and ending October 31, 2019 at no cost to the District.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 7 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

Resolution No. 8

Whereas, the Business, Technology, Marketing and Finance School administrators and faculty at the John F. Kennedy Educational Complex are dedicated to supporting our Brighter Futures Strategic Plan specific to this action including Priority I: Effective Academic Programs and Priority II Creating and maintaining Health School Cultures by creating a school environment where teachers and students are given every tool necessary to prepare our Business, Technology, Marketing and Finance students for success and the ability to be competitive in a global market. This board action is being presented on behalf of the SENIOR CLASS OF 2019 enrolled at the School of Business, Technology, Marketing & Finance at John F. Kennedy Educational Complex requesting an opportunity to host a Tricky Tray Fundraiser to support and enhance their Senior Class activities.

Whereas, the BTMF Senior Class Tricky Tray 2019, pending approval, is scheduled for May 10, 2019 from 5 pm – 10 pm in the Front Cafeteria of the John F. Kennedy Educational Complex. Students will solicit donations from staff and local businesses for items to be raffled. Tickets purchased for the event will contribute to their Senior Class Breakfast and Senior Class Trip.

Whereas, students will participate in hosting this event with BTMF staff volunteers/chaperones including their Senior Class advisors.

Whereas, INDICATE EXPENSE AND ACCOUNT no expenses are associated with this event as all contributions are donations and all staff involved with supporting the event are volunteers.

Be It Resolved, that the Paterson Public School District approve this educational opportunity for students of the School of Business, Technology, Marketing & Finance at the John F. Kennedy Educational Complex.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 8 be adopted.

Comm. Hodges: Why are there so many of these this month? 15 of these resolutions need to be read.

Comm. Castillo: On the workshop?

Comm. Hodges: Yes.

Comm. Castillo: That's a great question. I think a few of them are time-sensitive. That's a conversation with the Superintendent. A lot of these are time-sensitive, either with grants or activities in the schools that staff is preparing for.

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

Resolution No. 9

Whereas, on Friday, May 3, a film production crew from Rose City Pictures, Inc. will be in the area around Paterson City Hall filming scenes for the upcoming motion picture, "Newark," and have requested permission from the Paterson Public School District to dress HARP Academy, 5 Colt Street, and Silk City Academy, 151 Ellison St., to make the buildings appear like buildings in Newark during the 1960s; and

Whereas, Rose City Pictures, Inc., representatives have provided documentation of their plan to dress the buildings, which indicates that three signs at Silk City Academy will be covered on the day of the filming (May 3), and that two scissor gates will be

placed between columns on the Ellison St. side of HARP Academy on Thursday, May 2 and remain until the filming is completed; and

Whereas, Rose City Pictures, Inc. representatives have provided to the district proof of insurance and added the district to its policy as an additionally insured entity; and

Whereas, Rose City Pictures, Inc. representatives have indicated that filming will not begin until after students have been dismissed on Friday, May 3; and

Whereas, Rose City Pictures, Inc. representatives have offered \$3,500 to the district to compensate for the dressing of the HARP Academy and Silk City Academy buildings; and

Therefore, Be It Resolved that the Board of Education approves the usage of HARP Academy and Silk City Academy by Rose City Pictures, Inc. for the filming of the motion picture, "Newark."

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 9 be adopted.

Comm. Ramirez: Can you just correct the spelling of Silk City Academy?

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

Resolution No. 10

Whereas, the first District's first priority under the 2014-2019 Strategic Plan is effective academic program; and

Whereas, the NJDOE Department of Information Technology Data Management Office requires that educational entities receive County District Schools (CDS) Codes;

Whereas, as per NJDOE, the "CDS code is the unique identifier of an educational entity which includes: elementary, middle, and high schools; vocational schools; special services schools; public special education schools; regional day schools, renaissance schools, education services and jointure commissions that run schools; and charter schools operating under a charter issued by the NJDOE".

Now, Therefore, Be It Resolved, that the Board of Education recognizes 14th Avenue Early Learning Center located at 660 14th Ave., Paterson NJ, 07504 as a stand-alone Pre-Kindergarten center to attain a new CDS code.

It was moved by Comm. Simmons, seconded by Comm. Rondon that Resolution No. 10 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

Resolution No. 11

Whereas, the Paterson Public Schools District's Brighter Futures Strategic Plan Priority 1: Effective Academic Programs, Goal 5 is that the district will continue to help assure students are comfortable with technology and 21st Century Learning Skills; and

Whereas, Edhesive has curricular programs and professional learning in computer science education courses such as, Introduction to Computer Science, AP Computer Science Principles, AP Computer Science A JAVA that are sponsored by Amazon; and

Whereas, Paterson Public Schools shall have access to all Sponsored Edhesive Program curricula, online training, and professional development courses with online program support through the Amazon Future Engineer (AFE) program in selected school sites for at least one year and subsequent years pending program availability and continued eligibility of schools in accordance with criteria and policies then in effect; and

Now, Therefore, Be It Resolved, that the Paterson Public Schools Board of Education approves the acceptance of the Amazon Future Engineer (AFE)-Edhesive program grant for all high school academies accepted in the AFE-Edhesive program namely, School of Information Technology, School of Government & Public Administration, School of Culinary Arts, Hospitality & Tourism, International High School, Science, Technology, Engineering and Mathematics, School of Architecture and Construction Trades, School of Business, Technology, Marketing & Finance, School of Education and Training, Rosa L. Parks School of Fine and Performing Arts, Garrett Morgan Academy for Transportation and Engineering, Academy of Earth and Space Science, Academy of Health Science, Students Transitioning and Achieving Real Success (STARS), Great Falls Academy, and Silk City Academy at no cost to the district.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 11 be adopted.

Comm. Hodges: I'm not familiar with this.

Comm. Castillo: This was a grant that was accepted last Board meeting on the 17th. There was some verbiage that had to be changed.

Mr. Jose Correa: We posted the quote and the press release of the value of the grant. Amazon reached out to us and told us that they would much rather focus on the educational benefits for our students as opposed to having the press release focus on a large amount sum. They also told us that the program could expand. We can add or remove schools. If Paterson were to add more high schools, the monetary amount of the grant would increase. If we closed schools or consolidated high schools, then the monetary amount of the grant would decrease. Their major focus was specifically to show that we had a strong partnership that was designed to increase the advanced placement of our students in computer science classes and that we were pushing STEM in our high schools. That's really the focus, as opposed to whatever dollar amount they're paying. All of the services for our students remain exactly the same. All the professional development for our teachers remains the same. We will still have all of the access to the curriculum materials.

Comm. Hodges: Thank you very much.

Comm. Castillo: For clarification, the actual services haven't changed.

Mr. Correa: The services have not changed. They just don't want us to publicize the bill that they're paying.

Comm. Castillo: Because it might change depending on the number of students and schools that we may or may not have.

Mr. Correia: One of the criteria is free breakfast and reduced lunch. If the demographics or socioeconomic status of Paterson were to change and this were to turn into a middle-class town overnight, then we would no longer be eligible for the grant. They want to make sure they're serving under-resourced impoverished children.

Comm. Simmons: Are we looking to increase the number of schools?

Mr. Correa: It's still at all of the high school academies we're offering this program. What may change year to year is the number of high schools that we have. If we close or add one, then the value will change but not the services.

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

Resolution No. 12

Whereas, A-1 filed a Complaint against the Paterson School District and Essex Regional Educational Services and admission in the Superior Court of New Jersey, Law Division, in an action styled A-1 Elegant Tours, Inc., Docket No. PAS-L1899-17 (the "Lawsuit");

Whereas, Essex and Paterson deny and contest each of the allegations asserted by A-1 in the Lawsuit and further deny any and all liability to A-1;

Whereas, A-1, Essex and Paterson desire to, settle fully, permanently, and finally all differences among them for any event related to, arising out of, or in connection with, including, without limitation, any and all allegations relating to the Lawsuit and Claims, and this Settlement Agreement shall constitute the good faith settlement of all Claims and causes of action which may exist in favor of A-1 against Essex and Paterson relating to the 2015-2016 school year,

Whereas, A-1, Essex and Paterson have agreed to enter this Settlement Agreement to avoid the continuing litigation costs including trial; motion practice, and potential appeals; and

Whereas, A-1, Essex and Paterson now wish to resolve all of their respective claims and defenses and settle all claims consistent with the terms of this Settlement Agreement as set forth herein.

Now, Therefore, in consideration of the agreements and releases set forth herein, and for additional good and valuable consideration, the receipt and sufficiency of which the Parties hereby acknowledge, the Parties hereby agree that the foregoing Recitals are incorporated herein by reference and further agree. NOT TO EXCEED \$34,000

It was moved by Comm. Simmons, seconded by Comm. Martinez that Resolution No. 12 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

Resolution No. 13

Whereas, the Paterson Public School District (the "District") has current and emergent legal needs for which it requires outside counsel; and

Whereas, the procurement of legal services from special counsel is exempt from advertising and bidding requirements under the "professional services" exception to the Public School Contracts Law in N.J.S.A. 18A:18A-5a(1); and

Whereas, the procurement of legal services from special counsel is in line with the Bright Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 2: Customer Service Focus.

Now, Therefore, Be It Resolved that the following firms be appointed as Special Counsel for the District, pursuant to the terms of a Professional Service Agreement, for the period July 1, 2019 through June 30, 2020:

The firm of Florio, Perrucci, Steinhart & Fader, LLC, at a rate of \$165 per hour and \$85 per hour for paralegals; for tenure matters, civil litigation and related matters \$75,000.

The firm of Buglione, Heissenbuttel & DeYoe, LLC, at a rate of \$120 per hour for all attorneys and \$65 per hour for paralegals; for workers compensation matters; and, for insurance defense litigation. (no max number insurance).

The firm of Apruzzese, McDermott, Mastro & Murphy, P.C., at the hourly rate of \$160 for all attorneys and \$100 for paralegals, for tenure cases, litigation and related matters; separate contract for insurance defense litigation. Consulting, real estate, \$80,000.

The firm of Inglesino, Webster, Wyciskala, Taylor, LLC, at a rate of \$160 per hour for all attorneys and \$95 per hour for paralegals; for all school law, contracts, litigation and related matter \$75,000.

The firm of Hunt, Hamlin, Webster & Ridley, LLC, at a rate of \$150 per hour for all attorneys; for all school law, contract, litigation and related matter \$210,000.

The firm of Robert E. Murray, LLC, at a rate of \$160 per hour for all attorneys: for labor counsel, current and or matters and as assigned services \$265,000 (past number)

The firm of Scarinci Hollenbeck, LLC, at a rate of \$160 per hour for all attorneys and \$85 per hour for paralegals; for all school law, contract, litigation insurance and related matter \$100,000.

The firm of Abdelhadi & Associates, LLC, at a rate of \$160 per hour, not to exceed \$25,000 for real estate matters.

The firm of Adams, Gutierrez & Lattiboudere, LLC, at a rate of \$160 per hour for all attorneys and \$95 per hour for paralegals; for all school law, contract, litigation insurance.

The firm of Adelson, Testan, Brundo, Novell & Jimenez, at a rate of \$150.00 per hour for workers compensation.

The firm of Gregg F. Paster & Associates at a rate of \$175.00 per hour for all attorneys and \$100 per hour for paralegals; for all school law, contract, litigation insurance.

The Purcell, Muleahy & Flanagan, LLC at a rate of \$165.00 per hour for all attorneys and \$55 per hour for paralegals; for all school law, contract, litigation insurance.

The Leitner, Tort, DeFazio & Brause, P.C. at a rate of \$160.00 per hour for all attorneys and \$75 per hour for paralegals; for workers compensation.

The Weiner Law Group LLP, at a rate of \$150.00 per hour for all attorneys and \$75 per hour for paralegals; for all school law, contract, litigation insurance.

The Law Office of Carmine R. Alampi, LLC at a rate of \$150.00 per hour for all attorneys and \$75 per hour for paralegals; for all school law, contract, litigation insurance.

The Cleary, Giacobbe, Alfieri & Jacobs, LLC at a rate of \$165.00 per hour for all attorneys and \$90 per hour for paralegals; for all school law, contract, litigation insurance.

The Pennington Law Group, at a rate of \$200.00 per hour for all attorneys and \$90 per hour for paralegals; for all litigation, labor and employment law.

Capehart & Scatchard, P.A. at a rate of \$170.00 per hour for all attorneys and \$70 per hour for paralegals; for all school law, contract, litigation insurance & workers compensation.

NOT TO EXCEED \$795,000.00 ANNUALLY, PENDING BUDGET APPROVAL AND
THE AVAILABILITY
AND ALLOCATION OF ADEQUATE FUNDING UNDER THE 2019-2020 BUDGET

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 13 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges, Comm. Olivares, and Comm. Rondon who abstained, and Comm. Ramirez who voted no. 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

Resolution No. 14 was pulled.

Resolution No. 15

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

Whereas, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Digital Learning Strategies, RFP-406-20 for the 2018-2019 through 2019-2020 school year(s). Thirty-two (32) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which two (2) vendor(s) responded as follows:

<p>THE INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION Houghton Mifflin Harcourt 19000 South Batavia Avenue, Geneva, IL 60134-3399</p>	<p>PEARSON LEARNING 5601 Green Valley Drive Bloomington, MN 55437</p>
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Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on March 29, 2019. Sealed proposals were opened and read aloud on April 17, 2019 at 11:00 a.m. in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 4: Increase administrative and staff capacity; and

Whereas, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for Digital Learning Strategies, to The

International Center for Leadership in Education Houghton Mifflin Harcourt, based on 18A:18A-4.5; and

Now, Therefore, Be It Resolved that Paterson Public Schools supports the above mentioned recommendation that The International Center for Leadership in Education Houghton Mifflin Harcourt be awarded contract of in the amount of not to exceed \$42,000.00 in 2018-2019 through 2019-2020 School Year(s), PENDING BUDGET APPROVAL.

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 15 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

GENERAL BUSINESS

Comm. Castillo: I do ask if we can get through the committee reports. We have an important and extensive executive session.

Comm. Redmon: Do you want to do it at the next Board meeting?

Comm. Castillo: We have a lot in executive session for next meeting too. Is it okay with everyone if we leave all the committee meeting minutes until the next meeting? Can we just make sure we put them all together and give them to Cheryl so we're not making extra copies?

OTHER BUSINESS

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

The Board went into executive session at 9:04 p.m.

The Board reconvened the meeting at 11:00 p.m.

Comm. Castillo: Welcome back. Before I read the resolutions, I would like to state in the record that Comm. Capers has recused himself from the conversation and the vote completely, and Dr. Hodges has recused himself from the vote because he does appear in one of the reports.

Resolution No. 16

Purpose: Resolution of the School District of the City of Paterson, County of Passaic, State of New Jersey, to affirm the Superintendent of Schools decision to non-renew the employment contract for James Smith for the 2019-2020 school year.

Whereas, James Smith was hired on September 16, 2002, as a Director; and

Whereas, most recently, Mr. Smith was appointed to the position of Executive Director of Security, Transportation and Investigations effective July 1, 2017; and

Whereas, Mr. Smith is an At-Will staff member in a non-tenure eligible position for the Paterson School District; and

Whereas, in accordance with N.J.S.A. 18A:27-4.1, the Superintendent of Schools as the Chief School Administrator has the unilateral decision to non-renew the employment contract of a non-tenured employee; and

Whereas, the Superintendent of Schools, Eileen F. Shafer asserts that she is not offering Mr. Smith an employment contract for the 2019/2020 school year; non-renewing his employment contract and abolishing his position.

Therefore Be It Resolved, that the Paterson Public School Board affirms the Superintendent's decision to non-renew Mr. James Smith's employment contract for the 2019/2020 school year and approves the recommendation to abolish the position of Executive Director of Security, Transportation and Investigations effective 7/1/2019.

It was moved by Comm. Redmon, seconded by Comm. Olivares that Resolution No. 16 be adopted. On roll call all members voted in the affirmative. The motion carried.

Comm. Castillo: Just to reflect on the record, Comm. Capers and Comm. Hodges are back in the room and will be voting on the next resolution.

Resolution No. 17

Purpose: Resolution of the School District of the City of Paterson, County of Passaic, State of New Jersey, to affirm the Superintendent of Schools decision to non-renew the employment contract for Collin Postol for the 2019-2020 school year.

Whereas, Collin Postol was hired on August 6, 2018 as the Director of Field Maintenance and Repair assigned to the Department of Facilities; and

Whereas, Collin Postol is an At-Will staff member in a non-tenure eligible position for the Paterson School District; and

Whereas, in accordance with N.J.S.A. 18A:27-4.1, the Superintendent of Schools as the Chief School Administrator has the unilateral decision to non-renew the employment contract of a non-tenured employee; and

Whereas, the Superintendent of Schools, Eileen F. Shafer asserts that she is not offering Mr. Postol an employment contract for the 2019/2020 school year; non-renewing his employment contract and abolishing his position.

Therefore Be It Resolved, that the Paterson Public School Board affirms the Superintendent's decision to non-renew Mr. Collin Postol's employment contract for the 2019/2020 school year and approves the recommendation to abolish the position of Director of Field Maintenance and Repair effective 7/1/2019.

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 17 be adopted. On roll call all members voted in the affirmative. The motion carried.

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 11:06 p.m.