

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

February 6, 2019 – 6:37 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

Ms. Eileen Shafer, State District Superintendent
Ms. Susana Peron, Deputy Superintendent
Robert Murray, Esq., General Counsel

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

Comm. Joel Ramirez
*Comm. Nakima Redmon, Vice President
Comm. Robinson Rondon
Comm. Kenneth Simmons

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

Comm. 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
February 6, 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 want to officially welcome you to tonight's workshop. I want to thank all of you for coming out on a rainy and cold evening. Since

it was so beautiful the last few days, this definitely feels like winter is back. We have a few things to get through.

PRESENTATIONS AND COMMUNICATIONS

Comprehensive Annual Financial Report (CAFR)

Ms. Shafer: At this time, I'm going to call Richard Matthews to come forward and introduce our auditors for the Comprehensive Annual Financial Report.

Mr. Richard Matthews: Thank you, Madam Secretary and Commissioners. Every year we're required to have an independent auditor go through our finances and see how we are complying with the public school purchasing and bidding laws, looking at our different departments and making sure they're running according to regulations. The past year the Board decided to go with Ferraioli, Wielkottz, Cerullo & Cuva, P.A. to do our annual audit. As per regulations, Mr. Steve Wielkottz will come forward and go through the Comprehensive Annual Financial Report.

*Comm. Redmon enters the meeting at 6:41 p.m.

Mr. Steve Wielkottz: Good evening everybody. He made it sound much more complicated than it's going to be. First, I'd like to thank Mr. Matthews and his staff for all the help that they gave us during the course of the audit. You have a very professional business office and staff, and you should be very proud of the work they do. I'm happy to say that we have issued a clean unqualified opinion on the Paterson Board of Education's financial statements for the fiscal year ended June 30, 2018. You have also a management report that comes as part of the audit. In that report there are six findings for the year ended June 30, 2018. One good thing is that none of the findings are repeats from the previous year. All the findings in the previous years' audits have been cleared. None of these six findings are financial in nature. None of them have any impact on the financial statements of the Paterson Board of Education. They are all of a compliance nature. I'll go through them very quickly. The first had to do with account classifications for required maintenance. Simply, some of the account codes that were charged were not right. They were all valid expenditures. The second had to do with extraordinary aid applications where there were services provided that weren't required by the program. The third had to do with the John F. Kennedy High School athletic account. Some of the deposits weren't made timely. They were all made, but just not timely. The last three have to do with the Application for State School Aid, the ASSA count, which is done every year at the end of October. One of the things that we discussed with the business office and we actually did was we came in after the ASSA was done for this fiscal year and reviewed all the work papers and all the submissions before they were submitted to the state so that there would be no findings for this current 2018-2019 school year. That's about it. The audit was clean. Six findings, but they were all compliance-oriented. There was nothing having to do with the financial statements or having any negative impact on the financial statements. The health of the Paterson Board of Education is good.

Comm. Castillo: Any comments or questions? I do want to thank you and the business office as well. I think in the past it hasn't been as smooth. I want to thank the BA and the administration for doing such a great job. Thank you, Mr. Wielkotz.

School No. 27 and Don Bosco Technology Academy K-6 Transition

Ms. Shafer: At this time, I'm going to ask Ms. Sandra Diodonet to come up and talk about the transitions of School No. 27 and Don Bosco.

Ms. Sandra Diodonet: Good evening, Madam President and Commissioners. This presentation is for Phase 2 for your consideration. Phase 1 was School No. 27 seventh and eighth graders that were moved to Don Bosco and the sixth graders from School No. 5 that were moved to Don Bosco. The objective of Phase 2 is to transfer the remaining sixth grade students of School No. 27 to Don Bosco Technology Academy (DBTA) beginning September 2019-2020, which would be this coming September. The second part is to physically move the School No. 27 kindergarten students that are currently housed in temporary classroom units, or TCUs, on the playground near the school building. Currently, there are 86 kindergarteners at School No. 27 housed in the four TCUs outside, what we call trailers. Only 22 students can be housed in each TCU. Also, there remain 160 fifth graders that will be sixth graders next year at School No. 27. We have about five sections of students. DBTA at the East 11th location has 708 students, but the building can house 1,000 students. The benefits for Phase 2 – kindergarten students will not have to travel back and forth for specials and lunch. In the rain and extreme cold weather, we make people travel to them. It's still very tedious to have lunch brought to them and having little ones going in and out and up the stairs can be dangerous. There's also on-location security and nursing. There are no nurses or security guards out in the trailers. However, if there's an emergency they would have to come in or the nurse goes. Security does their rounds, but there's no on-location security, which is a huge issue. The building will have more space for preschool or special education classrooms, at least two or three, if this Phase 2 occurs. Middle school students from the West Side will all be housed in one location for a true middle school experience. It will facilitate the transition of the new Union Avenue School, which is supposed to open in 2021. Currently there are buses that go from School No. 5 and School No. 27 directly to DBTA. We would need approximately three more buses to transport 160 students and that would be a cost of \$150,000. Three additional bus aides would be needed for the AM and PM and security as well. That would be about \$8,700. Right now, the \$150,000 needed for the three additional buses have been budgeted into the 2019-2020 school year as we prepare. In terms of staffing, currently all sixth graders that are staffed at School No. 27 would then be transferred to DBTA. We may need an additional one or two specialists to support the schedule for 160 students. Obviously, we all prefer art and music, but physical education is also on the table because currently School No. 27 has about four physical education teachers. We can take one from there to support the 160 moving over because they wouldn't need them over there. As far as challenges, moving the TCUs to DBTA's property would cost \$400,000. That wasn't an option, but if it is, that would cost almost a half million dollars.

To remove and dispose of the TCU units that are at School No. 27, if we move the children in, would cost \$25,000 each or \$100,000. The other challenge that we have is that parents may be reluctant to send their students to travel to the East Side. That would be for the fifth graders going to sixth grade. Kindergarten parents would be very happy to move them into the building. Something that we can consider, instead of wasting the \$100,000 to dispose of the TCU units, we can use the units as a community student center or even as a West Side suspension center. If you consider the move, the next steps would be we would have to inform parents and notify them via meetings. We would host at least three meetings. We would send Robo-calls, letters, and the website would be updated with that information. We would have to also meet with the principals regarding staffing and scheduling at both School No. 27 and DBTA. We would have to meet with transportation and security to ensure that busing and security schedules are done for these children. Thank you.

Comm. Castillo: Any questions? I know the Assistant Superintendent is bringing this up for our consideration. Arrangements do have to be made. I would like to hear what you guys think about it.

Comm. Olivares: On page 5 where it says transportation, it says that the \$150,000 for the three additional buses has been budgeted for the 2019-2020 school year. The \$8,700 has not been budgeted. Is that correct?

Ms. Diodonet: More than likely that would have to come out of my budget perhaps. If not, we would have to locate that \$8,700.

Comm. Olivares: That's all I need. Thank you.

Comm. Castillo: We are in budget season, so this is probably the best time to find that money if we do decide to move forward.

Comm. Redmon: I think it is a great idea to start moving especially our young kindergarten students back into the main building. It's cold dealing with the weather that we had, trying to make sure that we have their food, and that they are safe.

Ms. Diodonet: We received phone calls from parents and staff asking if we can not have the babies go outside and it's understandable.

Comm. Ramirez: I think that all the positives outweigh the negatives. The parents may feel a little reluctant to bus their sixth graders to the other side of the city. But in other municipalities they do it. If it's going to give them this whole middle school experience and get them used to that when we get the new building on Union Avenue, this is a positive all the way around, especially since we're going to get our little ones into a safer environment.

Ms. Diodonet: You have both sides with research to support the middle school experience.

Comm. Ramirez: I commend you for this.

Ms. Diodonet: Thank you.

Comm. Castillo: Anyone else? I know it's difficult for some parents, but we are trying to create that middle school feeling. It will be difficult for parents to transport their babies across town, but our seventh graders are already at what was Paterson Catholic. It's not to take any of their worries away, but it has been working okay. To see the kindergarteners having to cross the building outside for lunch or any activities is upsetting.

Ms. Diodonet: So I can move on to Phase 2? Thank you, Commissioners. I appreciate it.

Comm. Castillo: Before we move on, Madam Superintendent, you have a comment. The Deputy has some information for the Board as well.

REPORT OF STATE DISTRICT SUPERINTENDENT

Ms. Peron: We received an inquiry from Comm. Olivares. I put it together for the entire Board because I thought that this information would be very good for all of you to have. Comm. Olivares, this was your inquiry about the bilingual education, the percentages of students, what was budgeted last year as compared to this year. There is a packet on the table that says 'Special Board Inquiry' from January 22. Your original email is on the top and the response follows. I'm not going to go through the entire document, but I will highlight some of the areas. The criteria we use for special programs was about how we determine and how we identify our students. We definitely have an identification process for English learners. An English learner is a student who doesn't speak English and comes from a different country. They fall under the section of bilingual education. What determines their program is the level of language proficiency in English and their non-English language background. Everyone in the bilingual education program does receive ESL, English as a Second Language. That instruction is solely in English. There are strategies that teachers use so that the children in the classroom can understand the instruction. There are a lot of visual and physical different types of actions. Everyone receives ESL. Bilingual education is determined upon the language proficiency levels of each student. We have several different types of bilingual programs in the district. As you receive the school reviews you will see each school may have a different bilingual education program. That is determined based on their population. The process is outlined here. We do use multiple criteria, not just the home language survey. We use a screener to determine the level of proficiency and reading in English. If we have previous academic performance from their country or another school district, we take that into consideration. We also take into consideration teacher recommendation. Your question was currently how many total populations of identified English learners we have in Paterson. We have 4,885. That's 17% that are identified as being bilingual students. That is a student who speaks another language

other than English. 4,167 are Spanish-speaking. 279 are Arabic-speaking. 332 are Bengali-speaking. We have a lot more Spanish kids in this district, but they speak English so they're not identified as English learners. We determine the students and we identify them by language, not by culture. That was another question that you had here. We do capture their country of origin when they register. There is a field in Infinite Campus which is our student information system. We capture that so that we know the country of origin for each of our students. Then you asked what was budgeted in the district and where did this money go to. We've spent federal dollars. We have Title I and Title III grants. Title III grants are specifically identified for bilingual children. Then we have local district budget funds allocated. I have a running list of the different types of resources, programs, and professional development that we have used money for. Then I also added a chart for you so that you can see the budget allocations which the business office actually provided for me. Each school also has a budget for their bilingual students. In 2017-2018 there was \$13,884,256.74 allocated to bilingual education. This includes staffing, health benefits, salaries, resources, instructional materials, and things like that. In 2018, you can see that it went up to \$16,452,408.98. Last year's expenditures coming from Title and local district, you have the expenditures for 2017-2018, 2018-2019, and then the groups and subgroups that received these materials or programs. All groups meant all bilingual children – Arabic, Bengali, and Spanish. Some of the resources like the dual language supplies, for instance, went to Spanish-speaking students. You'll see when it says 'all groups' it means those three groups. We have a few other different language speakers too. Then specifically Bengali, the transportation for the magnet and then newcomers that went to all groups. Then you'll see Spanish, meaning that this year we spent money on guided reading Spanish bookrooms. We also spent money on bookrooms for Arabic. We finally found some of those resources. \$1.3 million goes to all groups for staffing, our school-based supervisors who tend to the bilingual programs. It's my hope that this is thorough enough for you and we've answered your questions. I did add what the business office gave me. You have the copies of the budget sheets and the allocations that were given for schools for 2017-2018 and for 2018-2019 and for central office.

Comm. Olivares: Thank you.

Comm. Hodges: I know I've missed a lot of time and I apologize for that. However, I did put a question in a while ago concerning the students who are not receiving bilingual instruction. What was the comparison for them grade-wise? I put that question out several years ago and I still have yet to receive an answer as to what we're doing with those students who don't have bilingual training. How are those students faring comparatively?

Ms. Peron: If I'm clear on your question, it's the children who are bilingual but do not receive native instruction?

Comm. Hodges: No. They don't receive bilingual. You have a few Turkish and Russian students.

Ms. Peron: Native language instruction.

Comm. Hodges: Absolutely.

Ms. Peron: They will receive ESL. ESL is a component of bilingual education.

Comm. Hodges: But looking at the grade-wise performance of those students, given the programs we have, how well are those students doing without full-service support? I want to know whether they need anything else to address those issues. How are they able to get through school without the supports of the other students?

Ms. Peron: You want their academic performance in statewide assessments?

Comm. Hodges: Yes. That would be better. Thank you.

Ms. Peron: My second item is the high school review. You have the binder in front of you. I also emailed you this information and you can decipher it, but you have it in hard copy. We had a discussion and I presented the high school review information during I&P. At that committee we talked about delving into the information in this binder and doing a deep dive for all the schools. We recommended that we have a retreat and through our Board retreat we take a look at the high school review and by then we should have the elementary review as well. The elementary review is a lot thicker than this one. It consisted of over 30 schools and we have 16 high schools. Just to really give you a brief summary of what's in here, I provided the administration for all high schools. It seems like we have a lot of supervisors, but if you notice for each of the schools there are shared supervisors. Our supervisors travel from one school to another. It's not that we have all of these supervisors. Take a look and you will see names repeated throughout the schools. We have school-based supervisors that travel from one school to the next. Depending on the size and the program they will spend two days or one day in the school. They have a set schedule and all that.

Comm. Capers: What is their case load like? Are the supervisors with a larger case load being effective? Do they have all the resources that they need in terms of supervision and making sure things are being implemented?

Ms. Peron: Yes. If the school is bigger, they will spend the majority of their week at that school. I'm going to give you an example. We have ESL supervisors. We have some schools that only have 12 students. That supervisor will spend one day at that school and then the remainder of the four days they will spend at a school with 750 ESL students. The responsibilities are the same. They run grade level meetings, they do observations, and they do walk-throughs.

Comm. Castillo: This is why when we started the conversation we knew it was going to be an extensive one. Ms. Peron has given us the binder so we can set up a retreat. Let's give us a week or two to review it so we can have an extensive conversation of what this means and what we want to see in the high schools as well. It's going to take

us a while. I'm going to be scheduling a retreat. You should be getting a call from Cheryl within the next day or so.

Comm. Hodges: Just to follow up on that, I know we talked about having a follow-up of the academic grades. Will that be a part of all this?

Comm. Castillo: Yes. We wanted to have one lump sum of all the information, or at least the vast majority of it.

Comm. Hodges: That's going to need to be a full day.

Comm. Castillo: Yes. It will probably be a Saturday.

Comm. Hodges: At least.

Ms. Peron: Let me just run through this. You have the administration list and then you have a chart. To compile all this information, it's helpful to look at the comparison of all the high schools. You make a list of all the high schools, you categorize the buckets, and then you look at them next to each other. We've taken some of those categories and added a chart for you so that you can do, at a glance, some comparison from one school to the next. That's the chart. You have out-of-school-suspension, PARCC outcomes for ELA and math with an 'at a glance' for the schools. Then you go into each school and there are specific details. They're all coded, categorized, and the table of contents is at the beginning. It begins with each school and all of the information that we added to our survey. There you'll see the demographics, how many courses they have, if they have science labs, what kinds of courses they teach, how many students are enrolled, the demographics of the teachers as well, how many teachers are at the school, course titles for math, science, and ELA. That's the type of information that was added to the school review.

Comm. Hodges: I notice that we do have labs, but it doesn't tell me whether or not they're functional.

Ms. Peron: We have an audit of that.

Comm. Hodges: Is that part of this?

Ms. Peron: I didn't provide it in this binder, but I've provided that before, the science lab audit. I'll put it in. I'll have it for the retreat.

Comm. Hodges: That way we can compare and see.

Comm. Capers: I'm looking at Eastside. There are different academies. If you look at the School of Technology, it said they don't have a science lab there. Do they share other labs on another floor?

Ms. Peron: Yes.

Comm. Castillo: Thank you.

Comm. Capers: Next year we're adding the Newcomers School. How are we going to fit this? Are there going to be additional supervisors? Is there going to be additional space for these kids to fit in here?

Ms. Peron: Yes. We'll discuss that at the retreat as well.

Comm. Castillo: We did have a plan. Can you add that as well?

Ms. Peron: We do have a plan. I'll add the plan.

Comm. Capers: We just have to wait for the retreat?

Comm. Castillo: Yes, that way we can have a thorough conversation having everything in front of us.

Comm. Capers: Thank you.

Ms. Shafer: Good evening. I just wanted to make an announcement before we start the public portion. It's important that you come and join us at our Board meetings and express your concerns to us. We're here to listen. I think everyone here knows that we act upon whatever your concerns are. We get back to you. We work with you. I need our meetings to be productive and dignified as we move the district forward. To that end, I'm asking the community when you do come up and communicate your concerns, please do it in a respectful manner. You can get your point across without demeaning others. All of us are up here. We have a high level of respect for everyone who comes to the microphone. We ask that you do the same when you come up to express your concerns or issues. I'd also appreciate it if the audience refrained from yelling out when someone else is at the microphone speaking. It is distracting to them. I've gotten a number of complaints about people yelling out when someone is trying to speak. I would certainly appreciate it if we could just be respectful back and forth. The Board, myself, and the Deputy are. We just ask that you do the same. Thank you.

PUBLIC COMMENTS

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

Comm. Castillo: For all those who are visiting this evening, we usually just allow three minutes just to be respectful of everyone else's time.

Mr. Vincent Arrington: Good evening everyone. Glad to see you back, Dr. Hodges. I just want to make a quick announcement. On Friday, February 22, we partner with Rosa Parks. This is the second year we've done this. We're hosting a self-defense program, especially geared for Paterson Public School 14-year-old and above females. It's a self-defense class. It's a character-building self-esteem class to help our young ladies with coping skills and techniques to deal with tough situations. I'll send you guys a flyer and I hope you can come support us. We're very happy to have this partnership with Rosa Parks and Paterson Public Schools. Thank you. Have a great day everyone.

Mr. Antonio Granata: Good evening. My name is Antonia Granata, 245 Paxton Street. I have a concern about the kids. My street is the one that everybody uses to go to Dr. Hani Awadallah School. The first year the school was opened Paxton Street, which is a dead end, was barricaded off. Everybody is going down this street driving like a maniac in the morning and in the afternoon. I don't know why it's not being barricaded again, at least when the kids are getting in and out of school. My other concern was last week I saw in the frigid weather a mother walking all the way up to the gate trying to get through the bridge. I said to the lady the bridge was closed. It was 8:30. I said, "Did you know there was a delayed opening?" She said, "Yes, but I have to be at work at 9:00." Could you find some place where some parents who have to go to work can leave their kids early in the morning? Thank you for your time.

Comm. Castillo: We usually try to keep all questions to the end because we want to be respectful of everyone else's time. We'll allow that time towards the end for further questions, if you can just hang out for a few more minutes.

Ms. Shafer: Sir, I just want to ask you to see Tony over there.

Ms. Elizabeth Elias: Hello everybody. Good evening. I'm Elizabeth. I have children at School No. 21 and School No. 24. The reason why I'm here today is because I'm waiting on my HIB report. I've been waiting since November 1. The incident that happened was in September. I'm not sure, but I've tried calling the HIB department and every time I ask for T.J. they tell me that he's on health leave. I've called four different times. I've left messages. I've sent emails. That's one of the reasons I'm here. Second of all, I'm also here because I'm still worried about who is in charge of HIB reports. How long does it take? I know, but I want you to tell me. How long is it supposed to take for someone to respond to you on a HIB report? In my incident, if the teacher and the principal are part of the HIB report, who responds to it? I've been worried since November 1 and I urgently ask that you guys give me an answer. I want to see whether or not I'm going to appeal the decision. I've been going to court. It has nothing to do with it. I don't know if that's why they're holding me back, but I have the right, from what I know, to receive my HIB report. It's been since November and now we're about to go into mid-February. Please get back to me today or tomorrow. Thank you.

Comm. Hodges: I'd like to follow up on that report too so I know she's gotten her answer. Thank you.

Comm. Ramirez: Also, can we have the HIB coordinator show up to the next operations meeting so we can discuss that since it now falls under operations?

Ms. Rosie Grant: Good evening, Madam Superintendent, Madam Deputy, staff, and community. Today I had the privilege of going down to Trenton to support Paterson Public Schools' presentation to the State Board of Education for the upcoming P-Tech program at PANTHER. Ms. Shafer, you gave a great presentation. There was very little pushback. There's one State Board member who always pushes back. He wanted to know where the money came from, even though you had said that it was grant funding. I'm pleased to see that this is a combination of Title I Perkins funds and grant funds from the State of New Jersey. I'm excited about that and that it's oversubscribed and we have a fair equitable process with which we will select what kids go there in the fall. PEF has been offering restorative justice training and circles. I would like to invite the Board of Education members into a circle. We are doing them the second Monday of every month through June at 6:00 at our office, which is at St. Paul's Church at the corner of Broadway and East 18th St. The public is invited and you're invited. I just want to make sure that as we push this out into the Paterson Public Schools you have participated in a restorative justice circle. The next one will be Monday the 11th at 6:00 p.m. and you are invited to attend. There's an open invitation for the community as well. We'll also train people who want to be trained. Thanks to you for sending the team to Portland we have 11 people who are certified trainers here in Paterson who can train other circle keepers in the practices. An update on the PARCC court case – as you know, Paterson Education Fund was one of the plaintiffs. The court struck down the PARCC as a requirement. The state appealed to say in fairness to this year's kids that some of them have passed already, so we're asking you to further stay your decision. The Education Law Center responded and said we, the plaintiffs and the lawyers, are okay with leaving all of what is in place right now for all current high school kids. They will all have the option of taking the PARCC and/or the other tests that are offered or the portfolios. Today the court sent a letter to the State Department of Education saying if you agree with the Education Law Center's suggestion of leaving it all in a place while you work it out, let us know. If you don't, then explain to us why you wouldn't want this opportunity for all the kids of New Jersey. I thought that was a phenomenal response. As of now, we're hoping that they will all be replaced, but we're waiting for the Department of Education to answer. Please call the DOE, if you're able, and ask them to do that. If I may just half a second more, I was concerned about indiscriminate and what seemed to be arbitrary no votes at the last Board of Education meeting. I ask you to please consider each proposal that comes before you independently. There were some really strong programs from community partners at no cost to the district that were voted no. I just encourage you to take the time to review your paperwork and vote each one on its own merit. Otherwise, it's a loss to our kids. Thank you.

Mr. John McEntee: Good evening everyone. John McEntee, Paterson Education Association. Dr. Hodges, I'm glad to see you back. I hope you're feeling better. I have a couple of positive things. The Paterson Education Association is again going to be hosting the Teacher for a Day. The community, our elected officials, and district employees are certainly welcome to attend. This was a very well-attended program last

year for our new Board members. This gives you the opportunity to actually see what it's like for our employees in the classroom. I highly encourage you to please consider doing this. Also, the NJEA has come out with Dr. Seuss' Cat in the Hat. We will be going around with the cooperation of the district to service at least 15 schools this year. We have a rented costume that we will be bringing to many schools. I'd be remiss if I did not also discuss some more issues with the health benefits. This afternoon around 5:00 I got a call from a member whose daughter has a very severe heart condition. She's been having a lot of difficulty trying to prove she's on the plan. She's going through many hoops and she was distraught. I said I'd like to discuss this this evening in addition to the things I had to talk about and she said absolutely. I won't tell you her name now, but this is just one of the many faces that we were able to see last month that are still going on. Just because there aren't 600 people here this evening doesn't mean this problem is gone away. Our brokers are snake oil salesmen and they have sold this district a bill of goods and it needs to be fixed. These are people's lives at stake and we really need to look at going back to the SEHBP. You can't put a price on our educators' and their families' lives. All the wonderful things that happen in this district happen because of our ESPs and certified staff, our teachers. If we want to retain excellent staff members in this district, we have to be able to compete with the towns around us. Is it the most expensive plan? It is. I won't sit here and tell you you're going to save money by going back to the SEHBP, but it's what we have to do. It really truly is. I hope that this School Board considers this. I'm excited. We've sent over 4,000 emails to our Board members and there are more coming. I really hope that you put some serious thought into this. Mr. Martinez isn't here. There must be two M. Martinez' in the district. We'll make sure we get that right. I apologize to the other Mr. Martinez who's getting those 4,000 emails. There are more coming and I hope you understand the severity of this. Thank you very much.

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

Ms. Shafer: Just for the one gentleman, I'll work with Tony to see what we can do about the Dr. Hani School. We will also get back with Liz with the status of the report. John, can you just give us the date for the Teacher for a Day?

Mr. McEntee: February 22.

Ms. Shafer: Thank you.

Comm. Capers: First, I just want to give a big 'thumbs up' to the administrator for going down to Trenton and rocking out for Paterson once again. I want to congratulate you guys that keep doing work in fighting for our district and bringing new initiatives to Paterson. The P-Tech is going to be awesome. I can't wait until it gets rolled out. Do we still have the PARCC graduation requirement in this district?

Ms. Shafer: You can't do it by district. The State of New Jersey has it. Right now we have it. It's business as usual until we hear from the state that we're not going to be doing PARCC anymore. We are preparing as we speak for the rollout of PARCC.

Comm. Capers: It's not district regulated. If a kid opted out of PARCC, does that person still graduate or move to the next level?

Ms. Shafer: Yes.

Comm. Capers: If they fail PARCC, do they have to take summer school?

Ms. Shafer: If you fail PARCC, then you have to do the portfolio process, which our students are doing now.

Comm. Capers: What's that?

Ms. Shafer: It's a whole packet you have for language arts and math. It comes from the state. The students have to complete all the modules that are in it. It then goes down to the state and it's evaluated. The state determines whether or not they pass the portfolio which counts as the PARCC graduation requirement.

Comm. Capers: When does that usually take place? The PARCC is in the spring. By the time they get the results, it's during the summer months?

Ms. Shafer: It's happening right now.

Comm. Capers: Okay. When are we going to get the data from the health benefits people, what that number looks like if we switch back?

Ms. Shafer: They're working on it now. We gave them a couple of weeks.

Comm. Castillo: The 20th. Before we move on, I do want to thank Rosie and the PEF and the Education Law Center. They've done an amazing job. I was at a conference this weekend where we broke the lawsuit into pieces, which make it a better understanding. It was a phenomenal job. They're already steps ahead. They have plans a, b, c and d just in case things don't work out as we hope. Mr. Granata, thanks for coming up here. Those are very important conversations.

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 February 7, 2019, beginning with check number 215080 and ending with check number 215146, and direct deposit numbers 300 and ending with 313, in the amount of \$13,267,132.49;

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. Ramirez 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.

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Nicole Jackson	Art Educators of NJ Creating with Encaustic	February 9, 2019	\$103.21 (registration, transportation)
Teacher/STEM Academy	Pennsville, NJ		
Nicole Jackson	Art Educators of NJ Creating with Encaustic	February 23, 2019	\$99.36 (registration, transportation)
Teacher/STEM Academy	Middletown, NJ		
Nora Hoover	Mid-Atlantic Conference on Personalized Learning	March 13-15, 2019	\$484.98 (registration, transportation)
Principal/Adult School	Atlantic City, NJ		
Elizabeth Nunez	American Geographical Union Geoscience & Society Summit	March 18-21, 2019	\$0
Teacher Coordinator of Science/ Academic Services	Stockholm, Sweden		
Sarah Sterling-Laldee	American Geographical Union Geoscience & Society Summit	March 18-21, 2019	\$0
Science Supervisor/ Academic Services	Stockholm, Sweden		
Teresa Afonso	STS 50 th Annual New Jersey Pupil Transportation Conference and Equipment Show	March 28-29, 2019	\$621.00 (registration, lodging, meals)

Supervisor/Transportation	Atlantic City, NJ		
Lisa Vainieri	STS 50 th Annual New Jersey Pupil Transportation Conference and Equipment Show	March 28-29, 2019	\$621.00 (registration, lodging, meals)
Director/Student Assignment	Atlantic City, NJ		
Sarah Sterling-Laldee	National Science Education Leadership Association 2019 Summit	April 10, 2019	\$269.50 (registration, meals)
Supervisor of Science	St. Louis, MO		
David Angatia	National Science Teachers Association National Conference	April 11-14, 2019	\$1,815.00 (registration, transportation, lodging, meals)
Teacher/School 24	St. Louis, MO		
Lakisha Kincherlow-Warren	National Science Teachers Association National Conference	April 11-14, 2019	\$1,790.00 (registration, transportation, lodging, meals)
Teacher Coordinator of Science/ Academic Services	St. Louis, MO		
Nakeia Wimberly	National Science Teachers Association National Conference	April 11-14, 2019	\$986.00 (registration, transportation, meals)
Teacher/School 2	St. Louis, MO		
Elizabeth Nunez	National Science Teachers Association National Conference	April 11-14, 2019	\$661.00 (registration, transportation, meals)
Teacher Coordinator of Science/ Academic Services	St. Louis, MO		
Sarah Sterling-Laldee	National Science Teachers Association National Conference	April 11-14, 2019	\$1,765.50 (registration, transportation, lodging, meals)
Supervisor of Science	St. Louis, MO		

TOTAL CONFERENCES: 13
TOTAL AMOUNT: \$9,216.55

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

Articulation Agreement between William Paterson University and School of Education and Training

Whereas, the District's 2014-2019 Brighter Futures Strategic Plan's Priority I is Effective Academic Programs and Goals 1-3 are to increase student achievement, graduation rates, college preparedness; and

Whereas, college-approved, rigorous Dual Enrollment courses offer students opportunities for articulated college credit from William Paterson University for students in grades 12 who are enrolled in the Application of Education class will be eligible to earn three (3) college credits per course.

Whereas, the proposed articulation agreement demonstrates the following relationship between successful completion (grade of "C" or higher) of the School of Education and

Training course, and credits issued at William Paterson upon enrollment (not including other requirements outlined within the Agreement):

PPS- School of Education and Training Course	College Course Credits
Application of Education	William Paterson University (3 credits)

And

Be It Therefore Resolved that the Paterson Public Schools Board of Education approves the attached articulation agreement between William Paterson University and School of Education and Training at John F. Kennedy Educational Complex at a cost to not exceed \$276.00 per academic credit or 828 per 3 credit class. Book costs are additional. The program will have a maximum of 10 students during the 2018-2019 school year. Not to exceed \$8,200.00.

It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 3 be adopted.

Comm. Hodges: I need some clarification on what an application class is. I'm a little concerned because at the high school level, application courses are lower tier courses. I'm just wondering whether that's what we're receiving here at the college level. As I look back on what happened at Garrett Morgan, there seems to be a pattern on what we offer our students. I'm not going to vote for an application course at a college. I think that's an affront. I want to be clear that's what I'm receiving. If it's an application level course similar to what we have here in high school then I'm going to be rather disappointed that that's what we're receiving. We have application level courses here and they're not the highest level. I wanted to know whether that application of education course was similarly stratified in the college level. You can have basket weaving as dual enrollment. What I'm asking is there are levels of stratification in terms of course strengths. I want to know here at the high school level you have application courses at not the strongest levels. They're a level below what you'd offer for our top students. Is it a similar process in the college level in terms of this application of education?

Mr. Eric Crespo: We'll have to look into a little bit more of the syllabus and course requirements as well as the required text.

Ms. Peron: Sometimes courses have a prerequisite. You have to take a prerequisite course and then courses that follow. I can't speak to this course right now because I'm not familiar with the syllabus or the curricula. It's a dual enrollment from William Paterson. I have to get those answers for you.

Comm. Hodges: I'm not taking the courses. The people who really need the answers are the students that we're offering the courses to. They should be clear on the part of the students, the parents, and the Board as to what we're offering. That's all I'm saying and I'm a little disappointed that we don't know that when we're putting those kids in those classes.

Ms. Peron: For this course in particular, the articulation agreement happened with the principal of the school. The principal also, in collaboration with academic services, has the autonomy to choose the courses that fit their theme and their classes. That's what's happening here. We have many of these articulation agreements. We have many of these courses at different levels with different content and topics. I just don't have them all in my mind.

Comm. Hodges: I understand that. My concern was looking back at what we offered to students at Garrett Morgan in terms of engineering. Those were application-type courses. They were not the 101 courses. When I saw the term applications I was concerned for that very reason. I did not want to see that reproduced again at the college level. That does say something about what the expectations of the college is for our students, as well as our principal. I think the Board should know what kinds of programs and courses we're giving our students under the heading of dual enrollment.

Ms. Peron: Duly noted, and we did rectify the engineering courses at Garrett Morgan. We do take into consideration all of the recommendations and what the Board brings to us. We did rectify those courses.

Comm. Castillo: Mr. Crespo, I don't know if you have anything to add on. If not, why don't we pull it so we can get more information? Maybe we can add it on to the next meeting.

Comm. Hodges: There's no time...

Comm. Castillo: Is there a timeframe?

Comm. Hodges: I don't want to block because either way you made the agreement. I'd just like to know ahead of time what we're actually getting and paying for. If it's not a time-sensitive thing, then please by all means.

Ms. Shafer: Cheryl, it's on for a vote. Do you know if it's time-sensitive?

Ms. Peron: It is. It's an actual course.

Ms. Shafer: Does it have to be voted on tonight?

Comm. Ramirez: Can you get the description of the course for us tonight so we can vote on it?

Comm. Castillo: Why don't we hold off until the end? You guys can get us that information and we will come back. Is that okay with everyone?

Comm. Redmon: We'll just table the motion.

Comm. Castillo: Let's table it until later on.

Resolution No. 4

WHEREAS, the vision and mission of the Paterson Public School District is to be a leader in educating New Jersey's urban youth, and to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career, and

WHEREAS, the Board's annual review of the Chief School Administrator is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement, and

WHEREAS, the Superintendent of Schools will present to the Board of Education merit bonus criteria for submission to the Executive County Superintendent (ECS) for approval, and

WHEREAS, the ECS shall approve or disapprove the selection of quantitative merit criteria and/or qualitative merit criteria, as well as, the data that forms the basis of measuring the achievement of the merit criteria, and

WHEREAS, the employment contract of the Superintendent of Schools has been approved by the ECS on November 28, 2018, and by the Board of Education on December 5, 2018, that included the merit goals, and

WHEREAS, the Merit Goals formulated in collaboration with the Board of Education consist of:

- Goal 1: Maintain increased enrollment, achievement & teacher capacity in Advanced Placement (AP) courses (Increases: Enrollment by 25%, increase the course offering by 30% and students achieving a qualifying score of 3 or greater by 25%)
- Goal 2: Increase by 8.5% the number of students meeting the performance indicator in English Language Arts (ELA) and Mathematics in New Jersey Student Learning Assessment (PARCC)
- Goal 3: Increase student high school graduation rate by 2% for the 2018-2019 school year. Decrease the number of students graduating via the Portfolio Process by 5%
- Goal 4: To monitor the environment within the MDF at Eastside High School to avoid interruption or malfunction of the service
- Goal 5: The Five Year Strategic Plan will be completed, Board approved and ready for implementation July 1, 2019

NOW THEREFORE, BE IT RESOLVED, that the Board of Education adopts the Merit Goals for the Superintendent of Schools, for the 2018-2019 school year, which include goals/strategies, the person(s) accountable to complete the goal, and indicators of success in completing the goals for submission to the Executive County Superintendent.

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- Self
- 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 District's priority is effective academic programs under the 2014-2019 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and

WHEREAS, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

WHEREAS, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

WHEREAS, the State District Superintendent has determined that the District is in need of instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Educational Specialized Associates represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide reimbursement to Educational Specialized Associates for a total cost not to exceed \$15,000.00 during the 2018-2019 school year.

July 1, 2018 - June 30, 2019

15 Bilingual Educational Evaluations x \$500 per evaluation = \$7,500.00

15 Bilingual Psychological Evaluations x \$500 per evaluation = \$7,500.00

It was moved by Comm. Simmons, seconded by Comm. Ramirez that Resolution No. 5 be adopted.

Comm. Hodges: I'm not clear on what services they're offering.

Ms. Lourdes Garcia: Good evening. For those of you who don't know me, I'm Lourdes Garcia. I'm the Bilingual ESL and World Language Director. I work closely with Ms. Coy. When our students who don't speak English need to be assessed, we actually need bilingual evaluations. For me to understand the content that you may have in your native language, if you speak Arabic, Bengali, Turkish, Pashtu, we need to find someone who can conduct that evaluation. That is where Ms. Coy comes in. She finds specialists who speak those different languages that are spoken within Paterson. We have to hire individuals to conduct those evaluations.

Comm. Hodges: This is a bank of people who have to bring those skills for evaluations? They can speak to the student in their own languages?

Ms. Garcia: Correct.

Comm. Hodges: Okay. I saw this someplace else and I can't remember where.

Comm. Capers: We're only paying them for 30 evaluations?

Ms. Garcia: It depends on their language dominance test. For instance, you may need an Arabic speaking psychologist or an early interventionist. It depends on what the special needs are and the individuals that would need to communicate with that child or family. One component is that you have to take down the family's history. We would need an accurate reflection of that child's education and prenatal health.

Ms. Cheryl Coy: Right now we have bilingual social workers. We have a shortage of LTCs and psychologists. Rather than let them backlog, we just outsource to get the evaluations done and be able to proceed and be compliant.

Comm. Capers: Wouldn't it be cheaper if we just outsourced the whole thing?

Ms. Coy: The evaluation process?

Comm. Capers: Yes.

Ms. Coy: It's more cost-effective for us to hire in-district. One evaluation costs \$850 each because it is a high-demand area and there's a shortage of bilingual evaluators.

Comm. Capers: How many do we have in-district already?

Ms. Coy: We probably have about 6 bilingual out of 104 child study team members.

Comm. Hodges: What are other communities doing?

Ms. Coy: A lot of other communities do outsource. They're smaller, so when they outsource the cost is not as high.

Comm. Hodges: I'm thinking why don't we take on these services and offer it to other communities since we're in a position to get a decent cut. We can establish those services in-house and sell them to everybody else.

Ms. Coy: Right now, Northern Regional is doing that - they are taking on different trainings and charging others districts.

Comm. Hodges: Yes.

Ms. Coy: We have to just tighten some things up before we can go outside. We have to take care of home first.

Comm. Hodges: I hear you, but I want to get ahead of Northern Regional. It makes sense for us. We're one of the largest districts in the state. If we develop those services in-house, we can go ahead and offer them to people on the outside, and most importantly, take care of our own children at no cost.

Ms. Coy: We're looking into that because we have other smaller districts that see the volume of what we do here and they come to us for recommendation and support.

Comm. Hodges: Yes, bring them on in.

Comm. Castillo: Maybe at some point once we get our kids in compliance and we get through all of our evaluations, because we need to make sure that everyone is done, at some point there's a training process for people in-house that can go with that. But please take care of home first.

Comm. Olivares: I see the not-to-exceed figure of \$15,000. Based on past experience, have we used those services up to the point where we do need the \$15,000?

Ms. Coy: Yes, we've gone above. We have a very high number of bilingual students coming into the district who do not have anything connection to the English language.

Comm. Hodges: I just want to point out that a lot of the rural districts in the past did not understand the challenges we were receiving behind bilingual services. They couldn't understand why we needed the money. They understand now. There's a market out there. While we certainly want to take care of our children, I don't want to sit and let this pass us by when we struggle for these services on our own. I think we should spend some time and some planning and find a way to train a bank of these people in-house so they can serve our children first and then be able to bring in additional resources from the surrounding communities who are more and more crying out for these kinds of programs.

Comm. Castillo: I agree.

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

Items Requiring a Vote

Instruction and Program

Comm. Castillo: The Instruction and Program committee met on February 4. It started at 5:32. Present were myself, Comm. Martinez, Comm. Capers, and Comm. Ramirez. We hit a few of the topics already. A big conversation we had was about the presentation on P-Tech, which is attached to all of your minutes. Once a month we will get an update on the rollout to P-Tech. You'll see there that the acceptance has been phenomenal. The kids are excited. We have over 170 students who have applied. The good part is that each school will be represented in the school. They wanted to equalize it. For example, if two students applied from New Roberto Clemente, those two students would automatically get accepted. If 17 students from New Roberto Clemente applied, then it would be a lottery of which two. Essentially, it's two seats per school so that everyone can have an equal opportunity to attend. The best part is that a lot of these students will have the opportunity to travel to Passaic County Community College. They will actually have days where they will be there their entire day. They will be travelling back and forth, which is good for PANTHER Academy because there's not such a cluster of students in one area. Also, they're getting that college experience as well. There's more information there and every month we would bring you updates on what that looks like. The supervisor will come in and give a presentation on the timelines. The state has given them quite an extensive timeline. I think every other day something is due to proceed. There will be some changes. Not structural changes, but

maybe adding different types of computers. They will be able to use Chrome Books. Technology is going to be very important for P-Tech. It's one of those things. We also spoke about School No. 27, the Unit II and the high school review, which we have here for our conversations and for the retreat. We spoke about approving a field trip for 50 students from School No. 12 to go to Washington D.C. from May 23-24. The cost of the trip will be paid by fundraising. Attached to the resolution you will see the agenda and who will be attending with them. STARS Academy will attend the New Jersey Special Olympics Program and participate. Approving and implementing a middle school soccer league. Our students are very interested in playing soccer. It's at no cost to the district. There is a small cost to the parents for uniforms and things like that. Plenty of our schools will be involved – Dr. Hani Awadallah, New Roberto Clemente, Alexander Hamilton Academy, Don Bosco, Norman S. Weir, School No. 28, School No. 27, School No. 26, School No. 25, School No. 24, School No. 21, School No. 20, School No. 18, School No. 16, School No. 13, School No. 12, School No. 10, School No. 9, School No. 8, School No. 7, School No. 6, Dr. Napier, School No. 3, and School No. 2. This will start from April 6 to June 15. That is all that we have.

Comm. Hodges: There's no cafeteria and gymnasium, but the cafeteria is really the big concern at PANTHER. The other concern is the overall scope of what was talked about originally regarding adding another floor and perhaps a building to that structure. I'm just wondering are we envisioning moving in that direction. The planetarium also needs additional spaces to hold its students, particularly if we're going to have outside people come in. I'm wondering when the Board will be engaged in a broader conversation about what needs to be done with PANTHER. I think that needs to be had. Particularly, I'm interested in the staffing under this P-Tech program. Where are we going with that? I think that kind of conversation might be best held at a retreat, but I think that deserves a boarder conversation.

Ms. Shafer: In our presentation today and in instruction and program, Sarah went over the staffing. Everyone at PANTHER had to reapply for their position. There will be interviews. If anyone else in the district wanted to apply or outside, they could. No one will be without a job if they have tenure currently at PANTHER Academy. As far as putting another floor on, the SDA came twice. We toured with them. I did go over that whole idea with them. We're waiting to hear what the SDA is going to do in Paterson. I do know that as a district we would not be able at this point to put it in the budget to afford to do it. We do need to have further conversation about that.

Comm. Hodges: Would you remind the SDA that their Governor...or we can do some advocacy. Those are issues that will enhance your program. The labs are extremely important and they're not in existence now.

Ms. Shafer: They did talk a lot about it today, all of the STEM money that is out there for vocational schools. PCTI just put a brand-new building for over \$40 million and that money all came from the state. Then there was another \$380 million that was given to vocational schools. I think we need to pressure the powers that be that there needs to be some money coming to districts that are not vocational entities but still have STEM.

Some money should go to STEM for the entire state, not just the vocational technical schools. That's what happened.

Comm. Hodges: That's going to be a very interesting conversation. The state just gave them \$500 million statewide. The original plan, as you know, was to go out and try to raise some of that money on our own. There may be opportunities to do some of those things and that planning has to take place. I certainly want to continue my relationship with that planning. I want to make that very clear.

Comm. Capers: I had to leave curriculum because of the County Board meeting that night. I had different concerns about the Pillar College presentation. As you see in the comments here, I had a lot of questions for this. The Vice President said he was going to address it, but it's before our desk with no revisions or the questions haven't been answered.

Comm. Castillo: I do want to apologize for not mentioning it. I skipped it. I actually walked into the meeting late. You saw the presentation and I didn't. There were questions that I had myself. We wanted to bring it back to committee to have those questions responded and maybe have more of an extensive conversation of what it means before we continue to move forward.

Comm. Capers: Next time it just can't come before the Commissioner's desk?

Comm. Castillo: Sorry. I forgot.

Comm. Capers: Thank you.

Comm. Castillo: We're not voting on it today. It's good for all the Board members to see if you have any questions. We sure have questions, but if there are any additional questions that can be sent to the Board then we can do that via email as well. In the I&P committee meeting we're going to be having an extensive conversation over it.

Comm. Capers: Thank you.

Comm. Hodges: On I&P-2, in terms of the evaluation of the program, other than the certifications for the students, how will they be able to measure the effectiveness of the program?

Ms. Peron: We actually contract with an outside evaluator that comes in to assess the services and the programs of Full-Service Community Schools. With that evaluation they survey parents and students and take a look at academic performance on PARCC or any other assessments that the district gives to students. They look at attendance as a measure as well. There are different points. ActKnowledge is the evaluator that we have had in the past and we're proposing to have them come in again. They have presented to the Board as a whole at the workshop meetings and they have presented all the statistics and the program effectiveness.

Comm. Hodges: Thank you. On I&P-10, we were receiving a request that came late and we're voting on the resolution in February and it's already in place. I don't know which one it is now. I'll come back to you. If we already have it going on, we shouldn't be voting on it in February. On I&P-11, I love the itinerary in this trip to Washington D.C. My only concern is what kind of preparation will the students receive. It's nice to go down to Washington and see some monuments, but that misses the point in terms of our crushing need for strengthening civics. I want to know what kind of preparation those students are receiving, particularly in terms of civics, which the state and the State Board are pointing to as a new emphasis that we are surely lacking just by looking at how our country votes. We're going to Washington and I was wondering whether or not there was any kind of preparation in terms of...

Ms. Diodonet: Our eighth grade curriculum is civics. They will study that in the eighth grade and then go on the field trip. I can also inquire to see what other preparation they're doing for them.

Comm. Hodges: Okay. That's what I'm looking for.

Ms. Diodonet: The area of study is eighth grade civics.

Ms. Peron: On the field trip request they have to align the standards to the trip. Anything that they're studying has to be aligned to their activities on this trip. That's detailed by the teacher.

Ms. Diodonet: In the field trip request form.

Ms. Peron: We have a versa form that the teachers actually fill out with the specifics – what are their activities, how it is aligned to curriculum, how it is aligned to what they're studying, how is the activity going to enhance or enrich the instruction in the classroom.

Comm. Hodges: That's what I'm looking for because we're looking at bill creation, shutdown of the government, federal deficit, and the Supreme Court. That's what you're going to go see when you're down there. I'm just wondering whether that's going to take place. I haven't seen those sheets.

Ms. Peron: Those versa forms are not included in the Board action.

Comm. Hodges: I'm just trying to find out after the fact what kind of preparation those students are receiving. If we're going to go to places like that, I would like to see that being included.

Ms. Diodonet: We can certainly invite you over after the trip when they come back, to the culminating activity.

Comm. Hodges: That would be fine, but I'd like to see beforehand to make sure these things are going on.

Ms. Diodonet: I'll arrange for that.

Comm. Hodges: Thank you. It's a general request for the curriculum. That's what I'm looking at.

Comm. Castillo: Absolutely. We want them to know what in the world they're going to see, why, and how it affects them.

Comm. Hodges: More so, developing a keener understanding of civics. What you just said isn't quite what I was saying. This is a keen understanding of all that takes place.

Comm. Castillo: Correct.

Ms. Peron: I'm going back to the item that needs a vote tonight. Application of education, that course is taught for the first half of the year at John F. Kennedy by a teacher in that academy. The second half of the course becomes a dual enrollment course taught by William Paterson. The course description is foundations of bilingual and multicultural education. If you read in the packet and if you read the articulation agreement, it talks about students being in application of education earning a C or better can enroll in the dual enrollment class for 16 weeks. This one says it meets for 15 weeks in total to satisfy the state minimum number of minutes required for instruction for a three-credit university course. Foundations of bilingual and multicultural education is actually a course that's included in their certification process as a teacher and in their master's course of enrollment. It provides them with knowledge necessary to understand the trends, political arena, historical, legal, and social educational aspects of bilingual education. It's a critical course. It focuses on teaching methods for teachers to celebrate language, diversity of culture, and all the things that encompass bilingual and multicultural education. The application course is taught first at the high school and then they up the ante with a college dual enrolment course. It's a foundation course.

Comm. Hodges: A freshman coming in will be taking these courses as a requirement.

Ms. Peron: Yes sir, and there is a prerequisite to taking this class in the syllabus for William Paterson University.

Comm. Hodges: Thank you.

Comm. Olivares: So half the course is at the high school level and the other half is dual enrollment. This process is done within one semester.

Ms. Peron: One school year.

Comm. Olivares: That's all I need.

Comm. Capers: I'm still confused on what is a foundation course.

Ms. Peron: I'm just going to speak from my experience. I have a Masters in bilingual education. Before you go into the technical courses of a content area you need foundation. You need to learn the history of it. You need to learn the overall learning pedagogy of what it takes to understand bilingual education. A foundation course sets a student up for that type of learning, to then delve deeper into...

Comm. Capers: It gives you a foundation.

Ms. Peron: It does. It sets you up. It begins with the history and all of the instruction that students need to understand where bilingual education came from. It came out of a law. Why did it become a law? What types of instruction? Why did we begin this type of education? All of those types of learning and history facts need to be incorporated so that you understand. Special education has foundation courses. Becoming a reading specialist has foundations in reading instruction. They just build up the knowledge.

Comm. Capers: How many students are we looking at?

Comm. Castillo: 10 students in grade 12.

Comm. Capers: Thank you.

Resolution No. 3

Articulation Agreement between William Paterson University and School of Education and Training

Whereas, the District's 2014-2019 Brighter Futures Strategic Plan's Priority I is Effective Academic Programs and Goals 1-3 are to increase student achievement, graduation rates, college preparedness; and

Whereas, college-approved, rigorous Dual Enrollment courses offer students opportunities for articulated college credit from William Paterson University for students in grades 12 who are enrolled in the Application of Education class will be eligible to earn three (3) college credits per course.

Whereas, the proposed articulation agreement demonstrates the following relationship between successful completion (grade of "C" or higher) of the School of Education and Training course, and credits issued at William Paterson upon enrollment (not including other requirements outlined within the Agreement):

PPS- School of Education and Training Course	College Course Credits
Application of Education	William Paterson University (3 credits)

And

Be It Therefore Resolved that the Paterson Public Schools Board of Education approves the attached articulation agreement between William Paterson University and School of Education and Training at John F. Kennedy Educational Complex at a cost to not exceed \$276.00 per academic credit or 828 per 3 credit class. Book costs are additional. The program will have a maximum of 10 students during the 2018-2019 school year. Not to exceed \$8,200.00.

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

Operations

Comm. Ramirez: Operations met this evening. We will have the report by the regular meeting.

Comm. Capers: I wasn't at the meeting today. I had a conflicting schedule with family engagement. I did have a question. I did get the report. Thank you, Madam Superintendent. I had asked a report about the cameras. I know we're going to do but so many in a budget year. There are some other alarming numbers that I found in terms of the Paterson police in almost all of our schools. We're paying \$46 an hour per cop. That comes out to \$368 per day. Per week it comes out to \$1,840.

Comm. Redmon: Excuse me, Comm. Capers. Is this operations or budgetary?

Comm. Capers: That's operations.

Comm. Redmon: I remember it was a budgetary issue in the line item. That's the only reason I'm asking.

Comm. Capers: I'm going back to security issues. Per week we're spending \$1,840. Per year for one cop it costs \$66,240. Is there anywhere in operations where we can talk about minimizing police officers so we can get security cameras in our different schools? If you add up all the cops, it comes out to a couple million dollars. We can address our security camera issues.

Comm. Castillo: We need to have that conversation.

Comm. Capers: I'm just giving a suggestion.

Comm. Castillo: Absolutely. I think it deserves a more extensive conversation. Can you send us the report as well?

Comm. Capers: Everybody got it.

Comm. Castillo: I didn't see it. If you can give us some time to review we can have a further conversation and so it can happen through the operation chair and finance as well.

Comm. Redmon: That's the reason why I asked the first initial question. Was this a budgetary issue or operations? When it was presented to the entire Board it was presented as a budgetary line item.

Comm. Capers: It's kind of both.

Comm. Redmon: I understand that, but at the same time that's the only reason I asked. I know we're going to break down the budget process when we start going over it and we will probably have the same answers.

Comm. Capers: So probably at the next operations meeting if we can get a full report on how many cops there are in our district so we can map out these numbers. At a lot of our schools we need security cameras rather than cops.

Comm. Ramirez: I know there were line items in the budget about cameras, a few million dollars' worth.

Comm. Capers: But we can get more. That's all I'm saying.

Comm. Ramirez: We'll see if we can afford to get more.

Ms. Shafer: I would just caution us to keep in mind there are some schools that need to have the presence of a police officer as well as cameras.

Comm. Capers: I do agree.

Ms. Shafer: Cameras will show you a tape of what happened. Police will stop it from happening. I just think we need to be mindful, but I have been talking with the business administrator and Tony Traina about looking at what can be reduced when it comes to police.

Comm. Capers: I agree because in some of the neighborhoods where schools are located and definitely in the high schools, we need police officers. Some schools and some of the areas don't need it. It's just wasteful spending.

Comm. Ramirez: We can assess it in committee with our experts on the subject.

Comm. Capers: Amen.

Comm. Olivares: We're taking about a couple of million dollars to pay for the services of police officers. Then you're talking about a couple million for cameras. Are these two figures separate? We're talking about millions of dollars' worth of cameras and services for police officers. This is going to be discussed in committee and presented to the Board. Thank you.

Comm. Capers: Just so you know Commissioner, for one cop per year to costs \$66,240.

Comm. Hodges: I have a number of questions about operations. They're closely tied to O-14. Most of the odd pages were left out.

Comm. Ramirez: That was reviewed in the meeting. It is something in the law that has been happening since 1988.

Comm. Hodges: I know what it is.

Comm. Ramirez: It's just the changes, the updates to the MOA. I have a copy. I can have it forwarded to the rest of the Board.

Comm. Hodges: I went through it and I couldn't read it because a good portion of it was missing.

Comm. Ramirez: The original copy I had had a few pages missing in the middle. That may have been just a clerical mistake. We'll get you a full copy.

Comm. Hodges: Thank you. On O-2 and O-3, how are we addressing the transportation needs that existed previously? In both cases I believe you are unable to fill. You're requesting new bus transportation for those two. How are we addressing the needs that existed previously?

Ms. Shafer: If you look at O-2 and O-3, it was due to lack of drivers. Whatever those routes were, they're either quoted first because we need it the next day when we find out. First you can do a quote and be able to transport the kids the next day and then go out to bid.

Comm. Hodges: Who bears the cost? Usually if you have to bid midyear it's more expensive. Who bears that cost?

Ms. Shafer: The district.

Comm. Hodges: How are they sanctioned for that other than just losing routes? We're assuming on a greater debt.

Mr. Murray: On a case by case basis the director of transportation reviews. He has been very aggressive. There have been several fines issued and routes have been cancelled. In fact, some of the biggest fines have been assessed within the last year by Ms. Vainieri. I'm sure she will be able to provide additional information at your next meeting. She's not here this evening because she was in litigation all day today with A-1 Bus. In fact, at 6:00 they called to say they were still there. I would ask that perhaps she can give you the details then.

Comm. Ramirez: She did go over some of that and she will be going after some of these companies' bond to make up for the loss.

Comm. Hodges: Is this part of your report?

Comm. Ramirez: This was discussed today.

Comm. Hodges: There are a number of items that say we have a new IEP. Is this a new student coming into the district? It's not very clear. The report that's sent to the Board says this is late because of x, y, and z. It doesn't tell you clearly why. Did the student suddenly appear? Did the IEP change? There are a number of those cases here, if you review them, where it's not clear as to how it happened. It just says new IEP and in some cases it says to start here. The dates are wrong. One had June 2017. We can't have that because it's not really clear what you're asking for and why. Several of them should have had the sheet report as to why they're needed.

Ms. Shafer: It's either that it's an amended IEP and they now need transportation, it's a new student transferring in, or it's a student that was just classified and has an IEP. We will make sure going forward that if it's because of an IEP we will identify which one of those three it is.

Comm. Hodges: I'd appreciate that. I think we do need sheets that say we're doing this now because of whatever reason. They're not in place.

Fiscal Management

Comm. Castillo: Finance did meet, but I will have the minutes for you at the next meeting.

Comm. Hodges: On F-7, an interview survey is not an objective measure and should not be accepted as a qualitative feedback. This is regrading... I don't have some of these numbers on here, which is strange. In I&P I only have 20 and here it's 33 listed. My numbers are all shifted.

Ms. Williams: That's because special education was taken out of operations.

Comm. Hodges: I'll submit these questions then because the numbers are all wrong.

Comm. Castillo: Just because I forgot, all the resolutions are the same. There is confusion and I apologize for not clarifying earlier. All these special education resolutions have been moved to I&P instead of operations. Now you will find those there. That's why there was a switch. We did it the old way. Halfway through we switched it. Moving forward that's where you'll find those.

Comm. Hodges: I'll step back until I figure out how to correlate the numbers.

Comm. Castillo: This one should be updated. Are you sending in those questions, Dr. Hodges?

Comm. Hodges: I'll have to send these questions in.

Personnel

Comm. Redmon: Personnel met on Monday and we will have minutes for our regular Board meeting.

Governance

Comm. Martinez: Governance is scheduled to meet on the 13th. We will present the minutes at the regular meeting.

Committee Reports

Facilities Committee

Comm. Capers: The facilities committee met on January 31, 2018 at 5:00 p.m. Members present were myself and via conference call Comm. Ramirez. Absent was Comm. Hodges. It was the first committee meeting of its kind in this district. We started at 5:00. We talked about the Energy Savings Improvement Program. Facilities gave an overview on the ESIP. We started on January 28, 2019. Phase 1 has been completed, which included 17 schools. 26 additional schools are a part of the Phase 2 scope of work. The scope of the ESIP program includes but is not limited to upgrading mechanical systems districtwide, replacing boilers, roof, and providing solar panels at various locations. I had questions about the different heating systems and the facilities members are going to provide to the whole Board a report on all of our boilers and heating. There were some heating issues at certain schools. Some schools have portable heaters in different rooms. I'm waiting to get a full report on the district. They gave us an overview of developing plans for the district to pursue a referendum for the use of debt services becoming available 9/20. They gave us plans for 33-35 Church Street, Bauerle Fieldhouse, and Hinchliffe Stadium. We also talked about plans for trailers in the district. We talked about security systems at John F. Kennedy and Eastside High School. We talked about the John F. Kennedy adding the security booths there.

Comm. Hodges: When you say talked about...

Comm. Capers: Discussed.

Comm. Hodges: Either way it doesn't help me out. What was the issue?

Comm. Capers: What do you want to know, Dr. Hodges?

Comm. Hodges: I want to know what you discussed.

Comm. Capers: Which one do you want to know about? It's a lot here. We talked about 33-35 Church Street. A plan of study was presented.

Comm. Hodges: When people say that they discussed things, I don't know what was said. Was there an issue? Was something brought to your attention? This is a concern.

Comm. Capers: I would have said that. We just discussed 33-35 Church Street, Bauerle Fieldhouse, and Hinchliffe Stadium. We also discussed and talked about the trailers that are in the district. Facilities recommended the development of a long-term plan for use of the TCUs districtwide. The majority of our TCUs are 15 to 20 years old, which is beyond the useful life span of a TCU of five years. TCUs are still needed due to overcrowding in many high school locations. The upcoming long-range facilities plan will address the use of the TCUs and their conditions. We also discussed the security systems at John F. Kennedy and Eastside High School. We talked about the scope of adding electronic monitoring devices at each corridor location tied to the CCTV cameras. We also talked about the security booths at Kennedy. We talked about additional funding for roofs. Facilities informed the committee that additional funds are needed for roof repairs and maintenance for the remaining fiscal year. The meeting ended at 6:45. Are there any questions?

Comm. Ramirez: Dr. Hodges, I just want to clarify one thing. The chair was mentioning the referendum and Church Street, Bauerle Field, and Hinchliffe Stadium. As you know, we're in a triple net lease in this building, which is about \$3 million a year. These architects and engineers were charged with presenting us with some plans or options since we own 33-35 Church Street. What is it going to cost to rehab that property versus us possibly just leveling the buildings and building a brand-new state-of-the-art facility that can house everyone in here at this new building?

Comm. Hodges: Charged by whom and when?

Comm. Capers: The facilities team. This referendum was talked about in fiscal. In the fiscal meeting they had talked about this. They just brought it over to facilities. They did show us different plans on how Bauerle Field will look like. They showed us plans for 33-35 Church Street and Hinchliffe Stadium.

Comm. Redmon: To clarify everything that was just said...

Comm. Hodges: I only missed one month.

Comm. Redmon: In finance we talked about a referendum and budget bonding issues. We asked our facilities directors to come up with some plan of action of buildings that we have now in-district. That was brought to the facilities committee.

Comm. Hodges: When did that...?

Comm. Redmon: It occurred after the reorganization meeting.

Comm. Castillo: I'm going to clarify for the fourth time.

Comm. Hodges: It's my first time.

Comm. Castillo: Last year when we talked about selling Old School No. 5, Smith Street, and Church Street, that's when this conversation originally started. We stopped that. I don't know if you remember those conversations a while ago. This year we were notified that there was a debt coming off our books.

Comm. Hodges: I'm just trying to figure out how I missed that as part of the discussion.

Comm. Castillo: I have to commend the team. They did a crazy and timely turnaround. In our first finance meeting, which we had right after reorg as the budget process was starting, we had the conversation about how there was a debt coming off the books that had been going on for a few years.

Comm. Hodges: I didn't read that in your minutes. I did go back and pull the minutes because I didn't know what the referendum was. I saw some discussions of the appeal talked about way back in September. I don't recall having any discussions about that then either. I was completely surprised by that. The reason I'm concerned is because I really want to make it very clear the information that you garner in your committees don't belong to you. It belongs to the Board. With it not getting to the Board I'm a little bit concerned. I don't know anything about a referendum.

Comm. Castillo: You missed a budget presentation. It was actually on the budget presentation. We can resend that to you.

Comm. Hodges: Please do.

Comm. Castillo: In Mr. Matthews' priorities it was included as well. He did speak about that line item that was coming off the books. He did speak about the referendum.

Comm. Hodges: The budget presentation when?

Comm. Castillo: Last meeting.

Comm. Hodges: But I also saw it in September when it was not discussed with the Board.

Comm. Castillo: Mr. Matthews has been saying that there's this budget item and we can have this conversation and ask for clarification. He has been telling us about this service coming off since our last budget cycle. He's been repeating this letting us know this is coming and we won't have this debt anymore. The next conversation was to sell the buildings. We know we have a debt that's coming off the books. We have this referendum possibility. How much would it cost the district? These are just possible scenarios to bring to the Board. Now that these monies are there that we weren't expecting, as well as bonding, how much would it cost us to fix 33-35 Church Street because of the amount of money that this building is costing us? We wanted to know if

there was a possible savings if we would fix those buildings, as opposed to maybe selling them as we had the conversation in the past. We wanted to come to the Board with options and possibilities for us to discuss instead of just coming here with nothing. All the possibilities are on the table. We just wanted to make sure that we did our due diligence to find every possible scenario that would benefit the district and the students and keep more money in the schools. That is what Comm. Capers got. They were preliminary ideas of budgetary costs. It would then come here for a presentation so that we can have all those discussions before the budget is completed and to see if we would like to further those conversations.

Comm. Capers: I do have a recommendation from the committee. I did talk to the Superintendent about this the other day. After I looked at the plans, I was talking to the Board and it's something we should really look at. I know this building is costing us a lot of money. Over the years we've paid for this building 10 times over. We fixed up this building using taxpayer money. In the plans that were shown to us 33-35 Church Street will not work for us. The amount of office space that is required for our staff here was all cubicles. That just doesn't work for a district this size. They did say we could tear it down and rebuild another one for \$30 million. I forgot the exact cost. \$34 million, and that's a new school. We have so many facilities needs in our schools that to tell the taxpayers of this city that we're going to... It's up for an option. This was presented to us, so I have to put this out there.

Comm. Redmon: That's not right information. The information that you're putting out is not correct. It's not taxpayer's money that's being spent. One second. The reason I'm jumping in is because I don't want it to be said in public that we're charging taxpayers for a project. We asked for different scenarios.

Comm. Capers: To Dr. Hodges' point, they showed up at our committee. We never had this discussion.

Comm. Redmon: Right.

Comm. Capers: Now we're having it. That was to his point.

Comm. Redmon: Hold on. To get back to what you just said, those were just options that we were looking at overall throughout the district. It's not a plan. It's nothing yet. It's preliminary just to look at everything. When you say that you must say that this was not an actual plan because when we put it on the public's view it seems like it's a plan. We'll get questions on the back end on why we're planning something. We have to make sure that these were only ideas that we asked Mr. Matthews and his team to put out.

Comm. Capers: As an idea, if we're asking the voters to vote for something on a referendum that's costing them.

Comm. Redmon: The referendum that you're talking about was approved in November. There were two questions on your ballot this November. The first one was the bonding issue, which passed statewide, and also going back to local control as a Type A or Type B School Board. When you're going back to a Type A School Board you have the bonding referendum that was classified. We asked for additional information what would that look like at this district level. When we were in finance, we asked Mr. Matthews and his team to come up with a solution of what we can do with other options being on the table. We will make sure that the taxpayers would have options. We sent that information back to facilities for you guys to look at and come up with different ideas to add to what we were thinking of.

Comm. Capers: We didn't get the numbers.

Comm. Redmon: We don't have the numbers either because there's still working on the actual plan.

Comm. Castillo: We can argue this for hours. The idea was this was monies that we would have to see where they would be best allocated to. Mr. Matthews' task was to give us possible scenarios that we could do. We do know this building is costing millions of dollars. It's an extreme amount of money that we're paying here. This is why we created the facilities committee. I know it was preliminary. You guys can have that first conversation of what it would look like and if it would make sense. I would rather have a full conversation once the entire Board gets that information because the rest of us haven't seen it.

Comm. Capers: Which information?

Comm. Castillo: All the information that you got in committee, the rest of us haven't seen it yet. Once Mr. Matthews has the presentation for the entire Board... It went to committee. It hasn't come to us.

Comm. Capers: So you guys didn't see the blueprints or anything?

Comm. Castillo: No. Once you guys had this conversation in committee now we can plan a day where it can be presented to the entire Board and then we can have a further discussion if it makes sense or not and whatever conversation we can have. We're just trying to be proactive to find various ideas.

Comm. Capers: Can we pull these numbers as well? Me and the Superintendent talked the other night. Can we also look at the other triple net lease that we have? Take, for example, HARP Academy. That's costing us almost half a million dollars. If we move them into 33-35 Church Street what type of savings will that be? If we move STARS Academy and move them into one of the buildings we own and work with the SDA, what would those numbers be? We have everything on the table.

Comm. Castillo: As the chair of facilities you can have those conversations with Mr. Matthews and then it's brought back to the Board.

Comm. Capers: At the facilities committee everything was coming out so we didn't have time to really dive in and discuss. After I thought about it, I had a conversation with the Superintendent offline and I just want to share that conversation with the Board. That's all I wanted to do. I offered it as an idea not a plan.

Comm. Hodges: I think this is very helpful because now we're all closer to where we were. I only missed one meeting and I'm hearing all this stuff. This is tremendous. The purpose of the workshop is to do just this, to bring all these things together. I don't know how many of you have set foot in 33 Church Street. There are at least four of us here at this table. It doesn't mean you can't go back over it. The SDA has been petitioned to do something with that and they have not. They did not want it as a school. They did not want the Fabian movie across the street either. That's why we got here. They refused to have anything to do with it. They didn't like the site and the whole asbestos situation in the building was prohibitive. I could have saved you some money with that. That was not viable. It was something like \$250,000 per floor to repair that building. Tearing it down is another whole situation. Selling it to the college or any other entity was one of the best prospects available to people. It just could not fit half the people here, maybe less than that in that building. It's not possible.

Comm. Capers: Facilities did say they are doing walkthroughs to look at if we can fit in there. They're going to present that at the next committee meeting.

Comm. Olivares: It's a lot to take in for the first time about 33 Church Street. I made a note I would like to go over there and take a look at what's happening there. I don't know.

Comm. Castillo: I don't know if you can actually go inside.

Comm. Olivares: This is one of our buildings. We talked about fixing and selling. Is that what we're talking about? Selling that building instead of fixing it? Is that one of the options that we're looking at?

Comm. Castillo: We have 33-35 Church Street. We also have Smith Street, which is an old church we had kids in and thankfully we moved them out. And we had Old School No. 5 on Totowa Avenue. We sold Old School No. 5 and we're not going to go down that road. We still have two buildings remaining. At one point we had the conversation of selling all these buildings, but then the conversation was we're selling buildings we own. Now that there is some money we were trying to figure out if possibly we could fix and repurpose it, maybe not to a school, but a central office. The third option would be to sell it. Those are various ideas that we had.

Comm. Hodges: He was here and he's still asking these questions. It's not just me.

Comm. Olivares: These things did not come up in the last meeting. You really didn't miss anything because none of this came up in the other meeting. If you're led to believe that somehow in that last meeting you missed a lot of this stuff, you didn't.

Comm. Hodges: That's what they're saying to me.

Comm. Olivares: That's not true.

Comm. Castillo: Let's keep order. Gentlemen, one Commissioner at a time. That's the first thing. We're going to keep order in this building. What we did speak about last time, and I made it very clear, was the line item or debt that would be taken off the books this year. We spoke about that and we spoke about the referendum. I said the finance committee did its due diligence to see how we could appropriate those moneys that we may have and see if we can possibly allocate it back into those buildings. I also said it was the first time we went to that committee and then it would come into a presentation at the Board. That has not happened yet.

Comm. Hodges: The referendum you're talking about is the one regarding fountains and water. You mentioned there were two.

Comm. Redmon: We'll ask Mr. Matthews to clarify that. Wait a second, Dr. Hodges. I just want to make sure before I answer incorrectly, I will have Mr. Matthews clarify it for you.

Mr. Matthews: We're looking at our numbers and we realized that we had debt coming off the books.

Comm. Hodges: How was that determined?

Mr. Matthews: It was determined a couple of months ago that was debt coming off the books.

Comm. Hodges: December or November?

Mr. Matthews: In the fourth quarter last year. Typically, this is something that's usually seen two or three years in advance. You know you have debt coming off, so you normally know three years ahead of time and you start to plan for it. We saw it coming off the books and there's a certain amount of money that we feel we'll have available to do in the district. We had a financial advisor come into our office and go through the numbers. It's approximately \$18 million that's coming off the books. We want to look at various projects in the district. We had a Board retreat in July and we have about \$40 million in repairs. We looked at our lease here. We're looking at everything in the district and saying how we can best use this money that we can use in the district for whatever reason. It could be Bauerle Field, Hinchliffe Stadium, or 33-35 Church Street. It's a whole assortment of opportunities that we want to be able to use this money for where there will be no impact to the taxpayer. The debt that we have coming off the

books in 2019-2020 will afford us \$18 million of work, however we choose to do it that will have no impact to the taxpayer. There are probably 15 different projects that we're going to come to you guys with at the next meeting and just put them out in front of you and say these are the different things that we can do. These are some suggestions and recommendations. From there, we will go into how we want to best move forward. We can just decide let's take \$18 million and put it here and we can phase in some other stuff some time down the road. It's a long-range approach to how we want to present to you guys at the February 20 meeting. Steve's team and the business team are trying to prepare for that next meeting so we can have all these different options so you can all be a part of it and know what's going on.

Comm. Hodges: The referendum is something different.

Mr. Matthews: That's all part of it. There's a piece of it that can have tax impact. There's a piece that can have no tax impact. We want to give you all the different options. Say, for instance, Hinchliffe Stadium may cost \$15 million to renovate. We can do that, if that's the cost, and there will be no impact to the taxpayer. We can say let's do 33-35 Church Street. That's \$35 million. We can use \$18 million of the money coming off the books and then go to the taxpayer to pay for the rest of it. We still haven't done our work. We're close to being able to present to you guys in February with the plan. What you're seeing at the last fiscal meeting was certain phases of putting together the plan. It's still preliminary. There's nothing definite. We're just actually going through our whole feasibility, fact-finding, and discussion. We have meetings twice a month on Fridays to go through this. We have a leasing meeting tomorrow. Steve and myself are going through all the different leases. It's a lot of moving parts.

Comm. Hodges: If we had that explanation you would have saved us an hour.

Comm. Castillo: Dr. Hodges, I'm not even going to go down that road.

Comm. Redmon: Going back to what Dr. Hodges said, I appreciate that we did have this discussion because it gives everybody an opportunity to hear exactly what was going on. This is the reason why we heard you last year gripe about separating facilities and finance. We figured we would go back and change it so we can have two avenues there. I'm glad that we had this discussion. It is out in the open and we're getting things accomplished. We're all on the same page. When you said we could have saved an hour, I'd rather spend the hour here clarifying so everybody knows what's going on.

Comm. Hodges: Absolutely. That's fine.

Comm. Capers: Can we also look at school playgrounds? Some playgrounds have straight blacktop. I'm not able to make these meetings on Fridays.

Comm. Castillo: That's the staff meeting. You can have these conversations at your next facilities committee meeting. You can ask from Mr. Matthews and the team whatever you would like to see. Thank you, Mr. Matthews.

Comm. Hodges: February 20 is going to be...

Comm. Castillo: A regular Board meeting at Kennedy.

Comm. Hodges: You're going to discuss all that?

Comm. Redmon: Not yet. The presentation Mr. Matthews is talking about is our budgetary hearing meeting. We're going to start talking about certain plans and breaking down everything. That was it.

Comm. Hodges: I was saying this might be retreat material.

Comm. Redmon: You're absolutely right, Dr. Hodges. We don't want to present this to the public until we know exactly what we're going to do.

Comm. Castillo: Mr. Matthews did say that the team was going to need some time to make sure they put it together and have the correct conversations so that they can be present. It will take some time.

Parent/Community Engagement Committee

Comm. Capers: We met today and we will have the minutes at the next Board meeting.

Government Joint Education

Comm. Redmon: We did meet, but we don't have any minutes for this particular committee yet. I will report it back at our regular Board meeting.

Policy Committee

Comm. Simmons: Policy met last night. You have the minutes in front of you. I'm going to just touch on three of the areas where we spent most of our discussion. The first was Board member and staff travel. There has been some discussion on travel to different conferences. We had extensive discussion on the need for Board members to go to conferences and what they should bring back. It's the longest policy meeting I've ever sat in. One of the recommendations was that we move to national, state and unlimited regional and local. That's what we talked about. As I looked at other policies from other districts, regional would be anything in the Northeast corridor or anywhere you can get to by train. State is obviously the convention in Atlantic City. We know that there are many county conferences or workshops that happen all year. That was the recommendation, but we did have other discussion around it.

Comm. Hodges: It wasn't a final recommendation. We were still throwing it around, as I recall. Am I wrong?

Comm. Simmons: About travel?

Comm. Capers: It wasn't final. We just talked about it.

Comm. Simmons: I said it was a recommendation.

Comm. Castillo: The idea would be to limit the amount of conferences Board members can attend outside...

Comm. Simmons: Basically, out-of-state travel. It would be up to the Board member to choose where they go. If I choose to go to NAPSE and Q, that's it.

Comm. Olivares: The purpose of limiting it has to do with saving money. Do I read you correctly?

Comm. Simmons: Yes.

Comm. Olivares: Okay.

Comm. Simmons: Comm. Capers is dying over there.

Comm. Capers: I don't have anything to say. I agree with you.

Comm. Simmons: The next hot topic. Comm. Capers introduced two policies.

Comm. Capers: We're pulling them though. They're getting revised.

Comm. Simmons: I'm not sure if the members recall last year there were two policies introduced around graduation requirements titled "Learn, Plan, Succeed" and one around virtual summer school. We had extensive discussion about virtual summer school. I asked Comm. Capers to bring back to committee what is entailed in providing that program, from cost of teachers, technology, and staff that would be needed. This would be in the summer and it would replace physical summer school.

Comm. Hodges: You can't necessarily ask him to do that. What you can ask him to do is put forth what should happen and then ask for the administration's assistance in what kinds of things could be done. We can't tell the staff to do this. We can't do that. We can say we want to see this happen. What kinds of things would it entail and can the district sustain those costs? That's the kind of things that we were saying he was going to do. Perhaps he can get some sort of committee.

Comm. Simmons: I'm only telling you what I have asked.

Comm. Hodges: That was part of the discussion.

Comm. Capers: There was a discussion.

Comm. Hodges: That's the issue. I don't want them to think we're going to come in and redesign the plan. You can't.

Comm. Simmons: Redesign what plan?

Comm. Hodges: Put together an entire plan. We can't do that.

Comm. Simmons: I don't understand why though. That's why we had this discussion. If I'm introducing something to you, then I need to introduce it. I also can't expect the district to find out what the costs are going to be.

Comm. Hodges: I introduced a policy to bring computers to the district and introduce it to our children. I could not give you the cost. I could not tell you how many teachers.

Comm. Simmons: If I'm introducing the plan to you, you can give me some of what I need so that I have a direction.

Comm. Hodges: The direction of the policy should be that moving forward we would be using...

Comm. Simmons: What we're asking the district to do is we want to do virtual summer school and replace summer school.

Comm. Capers: Come up with a plan.

Comm. Simmons: Come up with a plan.

Comm. Capers: It's an option.

Comm. Castillo: I wasn't in policy, but if we want to create a policy to tell the Superintendent to create this program, have we had a conversation on what that would look like for the students?

Comm. Simmons: No.

Comm. Capers: That's what I said yesterday in policy. We have to bring in I&P in this as well.

Comm. Castillo: There was a policy written and direction on a plan. It's not even a plan. It's not even an idea because you're being told and we're being asked to vote on it. It's a policy for you to create and have, but we haven't had a conversation with the staff or the Superintendent or any of the people that oversee the curriculum on how that

would work for our students. How would it benefit? How should it not? Do we need it? Do we not? How do we implement it?

Comm. Hodges: That was what I had mentioned before. We go to the Superintendent and ask how this would work given the requirement. If you write a policy, the policy can simply say all kids must do cursive writing. I can't tell the Superintendent what that's going to entail. That's what the policy says. I can't tell her how many teachers, materials, or books she's going to need. I can't let her that.

Comm. Simmons: The issue is creating a policy and we haven't had the discussion. That's the issue.

Comm. Hodges: That would be part of the discussion because we're bringing it back.

Comm. Simmons: We should have had the discussion first.

Comm. Castillo: It's backwards.

Comm. Capers: How?

Comm. Hodges: You want to have the discussion as to whether or not...

Comm. Simmons: We vote on the policy and entertain the policy. Now it has to be done.

Comm. Hodges: Part of the discussion could be there. You don't need this. Originally when cursive writing was requested it was voted down. It was sent to two committees and then voted down. That's what happened originally. The discussions occurred here on the concept of the policy. That's what happened. It's the same kind of thing. It went through a discussion period and then we decided we're not going to do that. That's not backwards. I can't necessarily tell you what it calls for the staff to do certain things or if it's feasible. I can't tell her that. I can say the Board requests this kind of thing. If the Board agrees, then it goes forward. I can raise questions and ask, is this reasonable? Does it make sense? If so, what kinds of costs could be entailed? That would be part of the overall discussion. I can't tell you that.

Comm. Redmon: Just to clarify, to me it sounds like this discussion should have come to the Superintendent first before it went to policy. She could have mandated or changed some things within the district and maybe we don't need a policy. Maybe that could just be where she can implement something and now we have a new curriculum-based program. You might not need policy for that.

Comm. Hodges: You need to still do it through policy.

Comm. Redmon: You're saying that we still would like to have a policy connected to this particular program? I'm just trying to make sure that I understand.

Comm. Hodges: I don't want to be in the position of defending this. It is no different than requesting cursive writing. You're asking here for summer school or virtual school. It's no different. Curriculum said they'd present it to legal and then send it to curriculum. They looked at all of that and then brought it back. I can't tell her how to do it. I can ask her if it's feasible.

Comm. Redmon: I remember I sat on policy last year and this particular policy came up again last year. We kicked it back down because we couldn't make the connections in it. It was presented by the same Commissioner, which was Comm. Capers. We figured he would do some more homework and bring it back to policy. We gave some recommendations when this policy was first initiated. It went back to him to come back with recommendations for the policy committee to implement. Those recommendations never came back.

Comm. Capers: We talked about the recommendations last night.

Comm. Redmon: Is it being presented here now?

Comm. Simmons: It's the same as last year.

Comm. Redmon: If the policy has been changed, it has been changed.

Comm. Simmons: It's the exact same as last year.

Comm. Capers: We went through the recommendations last night, as you recall. The recommendations were not clear.

Comm. Simmons: What recommendations?

Comm. Capers: That's what I want to know.

Comm. Simmons: There were never recommendations.

Comm. Redmon: This is the reason why I asked my question. Originally when this policy came to the committee last year, we reviewed everything and went through some of the circumstances why we think that it should not move forward. Then we asked you to present it back to policy. I'm just asking to make sure. Did you add some things to your policy that you had at that current time? Is that the reason why it's back at the policy committee?

Comm. Capers: Yes I did, but Comm. Simmons showed all of us the recommendations and there were no real recommendations in that policy.

Comm. Simmons: You're talking about something else. We're talking about virtual summer school. There was no recommendation.

Comm. Castillo: You guys had a three-hour policy committee meeting. I think that we should have a conversation. Bring it to I&P. Bring it back to policy. Polish it up and see where to goes.

Comm. Capers: That's what we were doing. That's what we're recommending.

Comm. Castillo: This is where I'm a little confused and where we want to have a conversation with the Superintendent. We wanted kids to write in cursive. We saw the need. It was able to be implemented into the curriculum. We had an issue with finding initiatives for our kids to read. We have the initiative that Madam Superintendent started. Why don't we have a conversation as you guys figure that out? How would this work for you? Would you be able to even implement this? If so, what would that timeline look like? What would be the cost associated with this? We can have this policy conversation for days, but it still won't be implemented. We can create a policy that Madam Superintendent won't be able to budget for and add on in the summer. There we would be under some policy regulation. Why don't we start with her having those conversations with her staff and they can let us know how that would work. Then we would decide if we need to put it into policy or not.

Comm. Capers: Mr. Murray can correct me if I'm wrong. Last night we had intense conversations about all the different policies. We did agree that the policy would be pulled and have further discussion with district staff and I&P. That's what we had agreed on.

Comm. Hodges: It would need to be written.

Comm. Capers: It would have to be written differently and then Mr. Murray said that we will make the changes to the different policies and the suggestions that we talked about.

Mr. Murray: Comm. Simmons brought up what was reviewed a year ago. At that time, there was extensive discussion. We had several members of the administration involved, as I recall. Eric Crespo was involved. Peter retired. We had some other conversations, not at the committee level, about it. There was not a movement forward. Last night, the discussion centered on the possibility of conversations further with administrative staff. I believe also Long Branch and Neptune, as the Commissioner mentioned, have the program. That's something that has to be looked into. There may be some union issues as well because if you're reducing staff you have the question as to whether or not that's a RIF. Not the kind of issues that would block it, but things that have to be dealt with. Many things have to be done and I think the committee will probably spend considerably more time. It was a very spirited and thorough discussion. I suspect the committee will have more of it and might want to move on.

Ms. Shafer: Let me just say what we will do. We will meet with the I&P folks. We will take a look at Long Branch and Neptune. We'll put together what the budget would cost. Just off the top of my head, we'll need the technology, Wi-Fi at home, teachers,

credit recovery program, licenses, technology crew on staff, and take a look at how it affects students. Then we bring it back as a presentation to the Board so that the full Board can see and you will have more information to make a well-informed decision on how you want to go forward.

Comm. Simmons: We had a long discussion about two different policies. I think what has happened is...

Comm. Capers: We said we'd pilot it.

Comm. Simmons: I'm saying in this discussion what has happened is they're comingled. I'm glad Madam Superintendent said she was going to look at what Neptune and Long Branch are doing. I did check it out. They don't run programs themselves. They allow students to choose from an approved list of vendors who offer online courses. The students then pay for those courses. They take the course online. They have to come back to the district and take whatever the district assessment is. The district does not run the program at all. The cost for the program for any student for a review course is \$195. A three-credit course ranges between \$1,200 and \$1,600 per student. PCTI does not have summer school at all. Their students come here. They don't have a virtual program. They do the same thing. They allow students to choose a vendor that offers the online course. It's not a program they run themselves. The students or the parents pay for it. They go back to the district. They take the assessment. There are no proctored exams. They have to go back to the district and take whatever that district assessment is. The other policy that's comingled, which is the one he's going to reword and rework, was the "Learn, Plan, Succeed." My concern was with the penalties. He's going to take the penalties out, rewrite the policy, and bring it back to committee.

Comm. Castillo: Cool.

Technology Committee

Comm. Simmons: Technology didn't meet yet.

Transition Committee

Comm. Martinez: (Comments not heard on tape.)

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

The meeting was adjourned at 9:12 p.m.