

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

November 7, 2018 – 6:40 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. Vincent Arrington  
Comm. Emanuel Capers  
Comm. Jonathan Hodges  
Comm. Manuel Martinez

Comm. Joel Ramirez  
Comm. Nakima Redmon, Vice President  
Comm. Jessica Schutte  
Comm. Kenneth Simmons

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

Comm. Schutte 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  
November 7, 2018 at 6:30 p.m.  
Administrative Offices  
90 Delaware Avenue  
Paterson, New Jersey**

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

Comm. Castillo: Good evening. I want to welcome all of you to our November 7 workshop meeting. Thank you for being here on this beautiful Wednesday afternoon.

## **PATERSON READERS, PATERSON LEADERS**

Ms. Shafer: At this time, we're going to ask any children in the audience to please come forward. I guess the children are home doing their homework and reading.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Expectation Guides Pre-School Implementation**

Ms. Nancy Holtje: Good evening. I was asked to create and write the grade level expectations for preschool. What you have in front of you is what will become a pamphlet packet today. It's the same one that we have for kindergarten through 12<sup>th</sup> grade. My presentation today is just to walk you through the packet so that you can see what's in it and what's different from k-12. The introduction is a little bit different. I added the content area of social/emotional learning. For preschool we go over social/emotional learning, English language arts, mathematics, social studies, and science. It also includes tips for success for our parents of preschoolers and we added Attendance Matters and reading to their children every day. It also includes how to talk to your child's teacher, what to ask regarding the standards, how to interact with the teacher to learn how the child is doing in school, how they're meeting those standards, and what to ask if you believe your child needs additional support. For each content area I just defined what it was. It's taken strictly from the New Jersey Preschool Teaching and Learning Standards. We broke each standard down and it's letting parents know what the children should be able to do at the end of pre-k through 4. We're speaking about typically developing children that have been in preschool for hopefully two years. That just continues the social/emotional and at the end of each content area, as you can see in your packet, there are ideas for parents on how to help their children at home to address the standards. For English language arts it's defined what it is. It explains that we have six strands in English language arts and it breaks each strand down. It explains what children need to know for reading literature, reading informational text, foundational skills, writing, speaking, and listening. Then it goes into language. At the end of that content area there are learning at home activities. We do the same for math. It examines what we emphasize in mathematics. It's numbers, spatial relations, measurement and geometry. The priority is the number as quantity and mathematical practice skills. Again, it's all broken down and lets the parent know what the child should be able to do at the end of pre-k 4. It's followed by learning at home activities and the same for social studies, family and life skills, and science. It just describes everything. Then there's a page that doesn't come up great in this presentation, but they have a list of early childhood websites. Included in that website is the DOE website for the Division of Early Childhood. They can look up the standards themselves. The standards are beautifully written. It says what the teacher should do and what the child should do. It's very parent-friendly language as well. That concludes my presentation.

### **High School Newcomers Plan Planning**

Ms. Shafer: Next we have Lourdes, who is going to go over the High School Newcomers Plan. As you all know, this has been a planning year. Lourdes has been working on this for implementation for September.

Ms. Lourdes Garcia: Good evening. First and foremost, I would like to go over the definition of a newcomer. Students who have an interrupted formal education in their native language is the criteria. A lack of high-level proficiency in the English language and have been in the United States for less than three years. That is the criteria for our Newcomers Program. The rationale – there is an increase in the number of English language learners who have interrupted formal education who have entered the district. Over the last few years we first began our Newcomers Program in 2012 and we began to receive students who had a lack of formal education. We have seen an influx since that time. English learners as a whole have a lower graduation rate and are prone to

chronic absenteeism. It is a program that specifically caters to English language learners academic, social, emotional, and mental health needs. It is an extension of our existing Newcomers Program in the elementary and middle school and will allow our students to transition into the high school. We will target Arabic, Bengali, and Spanish language groups. We have an implementation for the Spanish Newcomers Program at Eastside High School. This is a planning year. We are looking at staff, curriculum writing, evaluation of native language resources, and identification of our students. If you note the academic year for the Spanish program at Eastside High School will begin in 2019-2020 and will begin with the 9<sup>th</sup> graders. The following year, 2020-2021, we will implement the 10<sup>th</sup> grade, followed by 2021-2022 the 11<sup>th</sup> grade, and 2022-2023 the Spanish for the 12<sup>th</sup> grade. We will begin the implementation plan for the Arabic and Bengali Newcomers Program at John F. Kennedy. This is also the planning year for that program. 2019-2020 is a planning year for those resources and staff member recruitment efforts. 2020-2021 will be the first year for the 9<sup>th</sup> grade, 2021-2022 for the 10<sup>th</sup> grade, 2022-2023 for the 11<sup>th</sup>, and 2023-2024 for the 12<sup>th</sup> grade. How will we identify those students? There will be a student application. We use the WIDA screener and the ACCESS. The WIDA screener is used when students come outside the assessment window. The ACCESS is a test that measures language proficiency. That is administered from February to April. When students come outside of that window from February to April, they're given the screener. It measures the proficiency in listening, speaking, reading, and writing. We also have to conduct an analysis of their transcript. When we look at student transcripts, we can determine whether or not there has been a lapse in their education. Did they consistently attend school? Perhaps the last grade they may have attended was second grade. That's a common phenomenon. Or seventh grade. It depends. We would have to analyze that transcript. We would also conduct a parent/guardian interview, which would also give us information about our students in terms of how they transitioned to this country. Did they come alone? Did the parents first arrive and then the students? That would give us some information about the student's background. Many of our students have crossed the border oftentimes by themselves. During that time, they could have experienced a traumatic event. As you know, we're also thinking about the socioemotional needs of our students and those are things that we take into consideration. This is the levels of proficiency that is measured by the WIDA screener and ACCESS. We have students that begin with entry, emerging, developing, expanding, bridging, and reaching. Once they reach 'reaching' is when they have mastered the English language. The program model that we would offer at both our sites is the full-time bilingual program. It has language arts in native language, mathematics in native language, social studies in native language, science in native language, and a period of ESL. You will see a sample student schedule. It also shows the core class requirements for our students. Our students will receive an ESL component. We will offer Newcomers seminar. It is a very key component of the scheduling. They will be offered for two semesters. They will also be offered in January as well. Our students sometimes arrive in January. It gives the students an opportunity to learn about routines here. For instance, how are our classes running? What are the norms and expectations? In many other countries students are not a part of discussions. One of the ways that we teach here is students have discussions where there's language development and it leads them to explore key concepts. Students would have to understand the norms of how to have a conversation, take turns, and how to respectfully critique each other's ideas. That is something that would have to be modeled for them and it would occur during various content areas. Our students perhaps have not been exposed to completing a lab report and what that entails. Those are norms. Career Exploration is another component of that classwork. Students would also have science, environment lab, and fine arts. They would have the opportunity to participate in art, music, dance, or drama. They would also have the ability to make contact with native speakers of English during

classes like physical education, their electives, and health. All the key core course requirements they would be exposed to in those first two years of the program. I briefly touched upon this. They would also address study skills and organizational skills. Our students need that who are coming in from other countries - how to create goals, how to plan for their assignments, and how to meet the timelines and deadlines of those assignments. Exploration of career paths - as I previously mentioned, orient students to US schools in the community. A key component of this program is a modified curriculum with targeted student learning objectives for each content area. Native language resources will be identified or created. All of the modified curriculum guides will empathize language and literacy to promote a deeper understanding of the content area. Students need time to learn the language of science, social studies, and specific language that's used to persuade. That has to be modeled for them. It has to be targeted. It has to be given to them and modeled. This curriculum will address their needs. In an effort to adopt the resources, we have formed a committee of various stakeholders, which is teachers, administrators, parents, and others. We will identify and review resources for all content areas in various languages. Resources will be developed if not available in native languages. Advantages – we will have an induction course. Many of our students, as I previously mentioned, are coming from schools where they may not have received any formal education. This might their first time in a formal school setting. It will offer native language courses and a wide range of support services for students and families. Another area that we see is some of the family members of these students are not oriented to how the school system works. For instance, if you're going to be excused early a parent has to come and pick you up. If we're in high school we might not know how to complete a FAFSA form or the services that a guidance counselor can provide and other community resources. Accommodate students' linguistic and cultural needs. Focus on the socioemotional aspects of students. A while back we received students who came from a country that was war torn. When the students were adjusting to Paterson Public Schools there happened to be a fire drill. During that fire drill one of our student's immediate response was to search for their sister. This was the first time they had been here and that was their immediate response because of where they were coming from previously. When we think about students' socioemotional needs, we need to understand the whole child and how we can best service the whole child. That's a situation where if we're not aware we might not know why that child has elicited that response. We're also going to have guidance counselors that are building, support parents in schools that are able to provide advice, tips, assistance, support, and collaborate with universities and local colleges. Many of the programs that are within our community also provide ESL services that are free or at a lower rate for our parents and our students. They will also assist our students with student placement. They're going to help us review those transcripts and understand the students' educational history, as well as the socioemotional aspect of being reunited with their family. Some of our students, if you think about it, are coming from another country. Some of our students are coming from the Caribbean. They're adjusting to the changes in the seasons and the norms in this country. It's a period of time that the students need to adjust and we need to help them be successful. Exit criteria will be based on teacher recommendation, grades, attendance, multiple measures, unit assessments in content areas, state assessments in content areas, and the ACCESS and screener results. With all those components in mind those cases will be reviewed and we will determine whether or not they will exit the Newcomers program and go into the traditional bilingual program, or exit the bilingual program completely. In summary, the Newcomers High School would greatly benefit students in the district, target students' academic needs, address socioemotional needs, decrease chronic absenteeism, and increase our graduation rate.

\*Comm. Capers leaves the meeting at 7:00 p.m.

Comm. Castillo: Are there any questions?

Comm. Arrington: Thank you for the presentation. How often would you do the exit criteria?

Ms. Garcia: It is yearly. We currently do that in our Newcomers program.

Comm. Arrington: Ideally could the student stay there for four years?

Ms. Garcia: The maximum should be two years.

Comm. Arrington: After two years they will be transferred into a regular school?

Ms. Garcia: Yes.

Comm. Hodges: Sorry. I didn't get a chance to get this ahead of time as our later policy calls for. I've asked in the past for a demographics breakdown of students who aren't Spanish, Arabic, and Bengali. I wanted to know what those students are doing academically because they're not getting these supports - the students who are bilingual but who are not receiving bilingual services, the students who are coming here from foreign countries, entering our system, and are not receiving native language instruction. As you state here, and rightly so, students come and they have a tendency to fall behind. That's basically my concern. I want to know what those other students are doing.

Comm. Castillo: I think those are two different types of programs. The bilingual and the Newcomers are two different programs.

Comm. Hodges: Those other students are Newcomers too, but they're not receiving these kinds of services. I want to know how they are doing academically.

Comm. Castillo: Do we have students coming in from various counties who need the ESL and are not receiving it?

Ms. Peron: No. ESL is a component of bilingual education. What Dr. Hodges is speaking of is some of these students don't have native language instruction. They may not have a full-time bilingual program in their schools. Dr. Hodges, I think you want to know how they're doing academically if they are in this country and are only receiving ESL education as a form of bilingual but not a native instruction program.

Comm. Hodges: Yes, pretty much. If they're not receiving these kinds of services, what happens to them? Turkish, Russian, Haitian - those students come here and they're asked to basically sink or swim. What kind of impact is that having on their education?

Ms. Garcia: I don't have that data.

Comm. Hodges: You're not going to have that data. I'm asking the Superintendent.

Ms. Peron: We did speak with the assessment department and they are compiling that data for you, Dr. Hodges.

Comm. Castillo: Are there any other questions? Thank you, Lourdes. I think it's a phenomenal program and I can't wait to be part of the planning and moving forward. I

think it's definitely a need in the City of Paterson. We have a lot of students who come in at the high school level that need that extra support and resources. This is great. I can't wait to start hearing more and having discussions in I&P as well.

Comm. Martinez: I just want to second that. This is long overdue and I'm thrilled that this is happening. Thank you.

Ms. Garcia: Thank you so much for your feedback. I've also left an article for Board members. There is an NJDOE guide. It's called the Newcomers' Tool Kit. It's on the website. I printed out Chapter 2 for you to read and reference in comparison to the presentation that we are closely trying to align ourselves to the state guidelines. Thank you so much and have a great evening.

### **Garrett Morgan Academy Update**

Ms. Shafer: Next, I just wanted the Board to get a brief update on where we are at Garrett Morgan Academy. We had some discussion back in August and we have now moved forward. I'm going to ask David Cozart to come up and give the Board an update.

Mr. David Cozart: Good evening everyone. I'm extremely proud to announce that we have restored the Garrett Morgan engineering program. We hired two engineering teachers who are certified engineers. We have revised student schedules. We have two new courses, principles in engineering and applications in engineering, as well as provided staff development training in Project Lead the Way. We have purchased specialized computers that can only handle the Project Lead the Way software applications, which is more powerful than the Chrome Books which students have received already. We are currently working with the Garrett Morgan administration as well as academic services to fully implement Project Lead the Way for the following year to have a new course sequence which will include introduction to engineering design, principles in engineering, and civil engineering and architecture for September 2019. We also maintain our partnership with NJCDC. Are there any questions?

Comm. Hodges: What are their engineering degrees in?

Mr. Cozart: One is in mechanical engineering. They're both for engineers.

Comm. Hodges: The Engineering Applications is almost a remedial course. What is the endpoint of our instruction in high school in the engineering program?

Mr. Cozart: Starting in September we're going through the process of implementing the full engineering package on the Project Lead the Way. You will have a full course on engineering process, sequence, and we're trying to get opportunities for them to go into Passaic County Community College. They have dual enrollment courses with other schools also. You will see in another month or so the school review. In those documents you're going to find out what we're trying to do for each school program. We want to have opportunities for these kids to have certificates in their field as well as dual enrollment in college courses. Next year we will implement the full three-core sequence on Project Lead the Way.

Comm. Hodges: I'm not sure you can get certificated in engineering. I'll defer to my colleagues who are engineers.

Comm. Simmons: I guess it depends on the path. I'm not sure. I would have to see the whole sequence.

Ms. Shafer: Let us get for you the Project Lead the Way course work. Right now, we implemented these two to make sure that we're able to salvage the program. We have the two engineers, the one for the Project Lead the Way training, and we have the specialized computers that we need. Let us now get you what Project Lead the Way pathways are going to be once they go through the training. I think that will give you the information.

Comm. Hodges: I'd appreciate that. In the past it was pointed out to us the engineering programs that we had here were primarily introductory in comparison to other schools. That's a little concerning. I don't want it to be introductory in nature. We can do introductions after school.

Mr. Cozart: That's understandable.

Comm. Simmons: You mentioned a partnership with Passaic County Community College. Are there plans for local partnerships with schools like NJIT?

Mr. Cozart: One of our goals with all our high schools is to have opportunities for the kids to have partnerships with area businesses as well as colleges and universities. Passaic County Community College is one of the partners we have, but we have programs already with NJIT and other schools. We're going to actually expand our program here at Garrett Morgan and we want to encourage other partnerships with other schools. We just wanted to start the program up again and go into this whole planning year for the following year to continue to create a robust viable program at Garrett Morgan.

### **Discussion on the 2018-2019 School District Goals**

Ms. Shafer: We had sent out last week the four goals that the district would be working on this year. There was a request for additional advance placement data. We sent out that data. I don't know if you want to go into any discussion. We did talk about these before, but we can certainly answer any questions that you might have. We're into November and this is our first year transitioning to local control. It's critical that we move on the goals as quickly as possible.

Comm. Hodges: Since you did have discussion on the agenda, I do have some questions here. Regarding performance goal number one, increasing the enrollment in AP, using historical data we currently have 229 students enrolled and we're going to increase 50% to roughly another 115 students. Is that the goal here, 50%? You're going to increase the number of students achieving a qualifying score of 3 or greater by 25%, which means going from 45 to 56. I don't think that an increase of 11 is a substantial increase over a year, particularly if we're getting all this effort that I see here. I'm just raising that question. That's goal number one. In goal number two, this is analyzing PARCC data to determine the areas of strengths and weaknesses in ELA and math. How do you determine the problem is in curriculum versus instruction if you don't see that kind of improvement so that you can direct maximum attention?

Mr. Eric Crespo: Good evening. Can you repeat the question? I'm sorry. I was in the back walking out.

Comm. Hodges: As you're analyzing the PARCC scores data, how do you determine whether any possible issues in not seeing the advances you're looking for whether it comes from the curriculum or the instruction?

Mr. Crespo: The data that we receive from PARCC from the NJDOE tell you exactly what questions were asked and how they relate to a specific standard. The first thing we do is we go back into the curriculum to make sure that standard was addressed and when it was addressed. For example, if it was addressed in the fourth marking period and the test was given in the third, that's an answer we have. Now we know was it identified and was it taught. As far as instruction, if we see a trend where this seems to be an issue across the district, then that's something that we focus on, but if we see that it's individual schools, like professional development and plans that we just do for individual teachers and students.

Comm. Hodges: Thank you. In goal two you're going to increase by 5% the number of students meeting the performance indicators in English language and math. I didn't check the math, but if you look at grades 3-5, if you increased it by 5% the ELA percentage would go from 24.5% to 25.7%. In fourth grade it would go from 31.2% to 32.76%, which doesn't seem to be a substantial increase. I think it would be stronger if it went from 8% to 10%, somewhere in there. That would give you a whole two or three points of improvement. We just did the 1%. The reason why I didn't have the opportunity to do this earlier is because I didn't have this. I just went through, read it, and checked out the numbers myself. This is why I wanted to delay the goals because I was very busy this week. I did receive the packet, but I didn't have an opportunity. I spent a while last night going through it. I went through the entire thing last night.

Mr. Crespo: Dr. Hodges, you're referencing raw points versus percentage points.

Comm. Hodges: That's right, and that would only give me a 2% increase. We had 1% increases in all the PARCC scores. I don't think that's terribly substantial. An 8.5% or 10% increase would give you a meaningful point that you can say you've actually done some real work. That's my concern. Without that the 31.2% goes to 32.76%. I didn't run it out for 8.7%, so I disagree with the 5%. I don't think that's enough. I think it should be at least 8.5% and then it should go to at least 10% or later. That's substantive. This is not. I appreciate that. You need to do it tonight because we're going to vote on it right here. Number three is the increase of student attendance by decreasing chronic absenteeism rates by 3% for a minimum of 20 schools. Which 20 schools? Is it the high schools? Or is it the kids having the low performance? That's just one of the questions. If you go through and look at these numbers they vary from month to month. Some months go up and some go down. What's going to be the beginning point and what's going to be the end point? When they change and go up, the lowest one was 7.4% increase on its own. So doing 3% is meaningless to me. That's less than what it's varying at now. That's number one. Number two, you're not telling me who you're looking at. If you did 20 schools, then you have substantially more impact than you do. Or if you went through the high schools, they're all high. Which 20 schools? Is it a mixture? Do you want to do the highest 20 elementary schools? Just saying that you're going to do 3% doesn't really point out how we're addressing anything.

Ms. Sandra Diodonet: That's really unpredictable. We tried to do chronic absenteeism last year and the results by schools were great. Overall, it wasn't a big impact. We can't say this school because if we catch the flu in February that can knock out the whole district. It does vary from month to month. If we say September is our baseline, either April, May, or June could be the endpoint. We can target schools, but we can



target the ones who have the highest chronic absenteeism. However, if we just do that then we're pressing the bar on everybody. That's the goal. I'm not a statistician, but just from doing this work for the past five years it's very unpredictable and it does vary from month to month. It's actually a really rigorous goal to go after attendance. Most districts stay away from it because it's work that we can't control. We can't take children out of their beds. We need to partner with our parents for them to understand that we need them to come to school. We have schools that are having this 3% competition so that kids can come to school. It's difficult to say. People are absent for different things. You have children who are absent because they're sick, no uniforms, and a bunch of reasons why. If we say 5% to 10%, can we say that? Absolutely! Are we going to attain it? Perhaps, but it is very unpredictable.

Comm. Hodges: You've lurched into my point. What is the point of doing this if you can't measure it appropriately?

Ms. Diodonet: Because we want to encourage good attendance because we know that children who come to school have better grades.

Comm. Hodges: You just told me why you can't do it.

Ms. Diodonet: I'm just telling you why we chose 3%. I'm not saying that we can't do it. That was a smart goal. We always talk about being attainable. That's an attainable goal. We get to look at our data again in February because most principals did select that as a goal. We get to look at that data again in February and adjust it. I am scheduled to report to the Board in January to give an update on chronic absenteeism. I do have numbers on me that were actually emailed to me this morning where we have schools that went up and down as much as 13% in a month. It just depends. I can tell you right now that October will not be good because we had those bomb threats. A lot of parents chose, understandably so because of concerns, to not bring their children to school. A kid who already had three absences, being absent that additional day would make him or her chronically absent. Based on the definition you will see that.

Comm. Hodges: The problem is you're giving me a meaningless number because if you go from May to June, it goes up from 15.10% to 18.41%. Those are the last numbers that are given here. All I'm saying to you is that would then put you in a hole that we really don't want because it doesn't mean anything. It does go up and down across just like what you're given us here.

Ms. Diodonet: Absolutely, because it's attendance.

Comm. Hodges: That attendance is a percent of...

Ms. Diodonet: Chronically absent students. If a kid is absent 18 times, he would be considered chronically absent in June. However, if a kid is absent right now in October four times, that child is chronically absent.

Comm. Hodges: I understand the definition. How does this help me know if you're going down 3% at this particular point in time when it varies the way it does?

Ms. Diodonet: It depends. We have to wait until the attendance is taken. At the end we know because we can see it from point to point.

Comm. Hodges: I get that. Again, it doesn't go straight down. It's going up and down. I don't know what you're telling me.

Comm. Martinez: You have to wait until the end of the year to see the results. We're getting lost in semantics right here.

Comm. Hodges: No, we're not getting lost in semantics.

Comm. Martinez: The bottom line is if more students are coming to school and less students are missing school, then that's a good thing. We will hit the numbers when we get to the end of the year. We're trying to predict the unpredictable.

Comm. Hodges: That's the problem. You can't predict it.

Ms. Diodonet: But we can encourage good attendance, which is what we want. We have students in whom we can instill good attendance behaviors, especially with our Success Mentors, our schoolwide competitions, and our art teams. All this work is being done. We can't say that it's for naught. It's being done throughout the whole State of New Jersey. In fact, on November 19 there's a big conference where I'm going to be one of the speakers because of the work that we do here in Paterson. It's hard work. Again, we need parents, teachers, and all hands on deck for children to come to school. In September if you're absent two days, you're chronically absent. That's how severe it is.

Comm. Hodges: What I need is a definition of which schools you're going after. That's the whole point. Are you going after all of them?

Ms. Diodonet: We're going after all of them and we are trying to predict, because basically that's what this is, that at least 20 of them are going down. Hopefully there will be more.

Comm. Hodges: So you're not going after all of them.

Comm. Schutte: I certainly get what Dr. Hodges is saying. What are we measuring from, 3% of what? I don't think it should necessarily be a goal. There should be a campaign. We should hit it hard. We should find advertising funds from somewhere. It should be more like a campaign, not necessarily a goal because it's hard to measure that goal. We will have numbers in June, but what are we comparing them to? Are we comparing them to September? That's what makes it difficult.

Ms. Diodonet: It would be from September to whenever the goals are due. That would be Madam Superintendent's call. The baseline is June of last year to June of this year. If we're going to do June to June, it has to be a calendar year. It's difficult work. There's no secret about it. It is part of ESSA, so we have to try to go after it because schools can be classified as schools in need of improvement strictly on attendance. That can't be. We can't have a good performing school and then we list it as in need of improvement if they have poor attendance.

Comm. Simmons: I, too, get what Dr. Hodges is saying and I agree with Comm. Schutte that it shouldn't be a goal. If it is a goal and it's varying the way that it does, if you're saying from June to June you could be setting yourself up not to meet that goal.

Ms. Diodonet: Which is why 3% is a smart goal and we're picking 20 schools. We say 10% might seem like that's not a lot, but that's huge when it comes to chronic absenteeism. One illness or one bomb threat and you're an absence away from being chronically absent. We have schools that we target. We're not saying that we don't.

We do. Overall as a goal, if we're talking about smart goals and hitting these goals, 3% is actually rigorous when it comes to this.

Comm. Simmons: I think we're going to go in circles because the question is still going to be 3% of what.

Ms. Shafer: Last year this was a districtwide campaign. It was a full court press and we're going to do it again this year. If the Board opts to have a campaign, we will have a campaign and just eliminate the goal. We're going to do it. We've been doing it. We have competitions. We have all kinds of things going on out there. If you recall the data from last year, 50% of the elementary schools improved and 30% of the high schools.

Comm. Hodges: The campaign was lovely. I agree with the campaign. The problem is it's not a level. You can't say that you dropped 3% in a set level. Tomorrow it could be back up again. You can't measure that reliably. That's the problem.

Ms. Shafer: The way we measured it, just so everyone is clear, was for the course of the year. We understand that it goes up and down every month. I'll give you an example. Last week students who were involved in the 15 schools that were in the shelter-in-place did not come in for three days. Attendance took a dive.

Ms. Diodonet: At School No. 24, for example, there were over 300 kids that were absent. That's one school, one day.

Comm. Schutte: Do the same rules still apply that three tardies equal an absence?

Ms. Diodonet: An absence is an absence, if you don't have face time with a teacher.

Comm. Schutte: You mentioned a scenario where they didn't come to school because they didn't have a uniform to wear. That's clearly not a reason that child should not come to school. I can understand that as a parent. If they don't have a clean uniform, they might get detention and the kid gets anxiety. Maybe that's something we need to address and try to figure out. Why are these kids chronically absent? What's going on at home? What can we do as a partnership? Are we holding the parents accountable? These are reasons that may not necessarily warrant them not coming to school.

Ms. Diodonet: We have to call DCPNP. We have the 3, 5, and 10-day rule. We'll call parents in. There's a whole routine of procedures that we do. The absences differ from school to school and child to child. Some of them are legitimate concerns, but the definition of chronic absenteeism is pretty much an absence is an absence. You have to be present. If you're absent 10% of the time in membership you're going to be chronically absent. People need to know the difference between being truant and being chronically absent.

Comm. Schutte: Who calls DCPNP? My kids were out with the flu three days and I didn't get one Robo-Call saying that the child was absent. In the past, I've gotten the calls saying the child wasn't in school.

Ms. Diodonet: You should have gotten the Robo-Call. I would have to call Ms. Van Liew to see why that happens. Usually when a kid is absent the Robo-Call comes through at three days. If they know he was absent because you called saying he was sick and they knew about it, then they're not going to put you on that list. We know the reason for the absence. It's for those unexcused absences. That's why we have our chronic absenteeism specialist at the high school handling those to see what the root

causes are. That work is being done. We also have our art committees where we look at the data and really see this child is seven days. Somebody will have that information.

Ms. Shafer: I'm going to ask Mr. Best if he could come forward and just let us know what's happening when students are out.

Mr. Theodore Best: Good evening everyone. Unfortunately, you should have gotten a Robo-Call. What tends to happen is the school secretary inputs all the information every day that a student is absent. It's supposed to be in the system by 9:00 a.m. If that's the case, then the parents will receive a call at 10:00 a.m. We have designated times in which our attendance office here at 90 Delaware will contact the parent. At 3, 5, 7, and 10 days absent they will get a personalized phone call from a staff member from 90 Delaware, depending on when it happens in the year. For example, if we're already in December and the child just missed a third day in December, then we won't call because it's only three days and they're not really at risk. As opposed to if it's October and a child misses three days they will receive a phone call. We get further on as the year goes by. In order to clarify the goal a little bit more with the 3%, this year our chronic absenteeism specialists which we hired are focusing on 850 students located in 17 schools. Altogether last year there were almost 7,000 students who were chronically absent. Based off the initiative that we've done here at the district and that you guys approved, we were able to hire chronic absenteeism specialists that are targeting 850 students who were chronically absent last year. Their goal is to work with these families throughout the entire year to ensure that those students don't repeat their chronic absenteeism. If we're able to achieve that goal, then that total number will be close to about 12% reduction overall from last year if we're able to take all 850 of those students. Obviously, we don't expect to have a 100% goal, which is why we brought it way down for the purposes of this particular report. However, internally my personal goal is 50%, which is 425 students. We're actually well beyond that target. Just to give you a quick anecdotal experience, last year we identified hundreds of students who took extended family vacations during December back to their home countries. We've been working with those families starting in September to let them know that if you're going to plan this vacation please do it around the designated times that we have available for a break. If not, there are certain penalties that they would have to face. We were already able to talk to several parents who last year their students were chronically absent because they took these vacations to reschedule them or to shorten them, even going as far as contacting travel agencies trying to work with them to find cheaper prices and airfare to ensure that their kids would be able to come to school. This is what our chronic absenteeism specialists are doing right now. You can have a student through September, October, and even November that has not been absent yet, but our people are still calling them because we know come December it's been their tradition to take a month off school, which would make them chronically absent. Hopefully by having this initiative go on we're able to reduce that number. If we hit our 450 mark, that would be about 7% of the overall goal. The number that Ms. Shafer presented was 3%. We're hoping to not just meet that 3%, we're hoping to exceed it especially with the students that we identified through this initiative.

Comm. Castillo: For the chronic absenteeism, is it something that we just want to change to a campaign as opposed to a district goal? Consensus? Great! We have to come up with something...

Comm. Hodges: There's more.

Comm. Castillo: This is the conversation I wanted to have. When I sent this out almost two weeks ago these are the things that we wanted to make sure every Board member

chimed into and had the information. If there were any ideas, we could have had these conversations ready for a vote and to move forward.

Comm. Hodges: You didn't have the data used to check the questions. If I didn't have the data to do the multiplication myself, I couldn't say whether those numbers were valid and made any sense to me and they didn't. Once I sat there and calculated it out, it doesn't mean anything.

Comm. Castillo: Correct. I'm not going to go back and forth, but we did have ample time to get the information before we put it out. This was a conversation we've been having since we had a retreat over a month ago. It's conversations we've been having since the summer of ideas, goals, and putting things together.

Comm. Hodges: But you need data.

Comm. Castillo: Correct. When we ask sooner, we receive sooner. We can move on to the next steps and then we can decide what we're going to do with the goals. We do need to have something established as soon as possible because it is November. Ms. Shafer, is anything else in discussion on this?

Comm. Hodges: There's goal 4.

Comm. Castillo: I want to have the Superintendent continue.

Ms. Shafer: Any questions regarding goal 4?

Comm. Hodges: Yes. You have here increase the high school graduation rate by 2%. That would translate overall into an increase from 1,330 students to 26 additional students. In fact, the graduation rate would go from 47% to 48%, which is not substantial. I don't know what that particular number would do for us. I was hoping it would be higher.

Ms. Shafer: Let me say right now our graduation rate for last year was at 87%. Once you get to a certain level, we were at 49% at one point and it can only go up. Once you get up in the 80s, it is very difficult to maintain 87%. We want a 2% increase and we want next year to be 89%. That is the cohort graduation rate. What we wanted to do, and we heard this from the Board, was to increase the number of students graduating by passing the state assessment rather than do the PARCC portfolio.

Comm. Hodges: Right. That increase was going from 47% to 48%. That's what I have concerns about. They're coming by portfolio and that suggests that they might not have all the training they need to be called a high school student.

Ms. Shafer: Just so everyone knows, we're saying that the graduation rate next year would be 89% and the number of students graduating through the portfolio would go from 47% to 44%.

Comm. Hodges: I looked at the facilities data, which I didn't have before so I could not submit any goals. You have a number of ADA compliant issues there. At Kennedy there's an elevator, replace elevator to ADA compliant. There are a number of wheelchair lifts at Eastside and Kennedy. Is that a significant priority? It is talking about ADA compliance. Can we move those projects forward and get them completed by the end of the year because of the laws on ADA compliance? There are other schools, but

I didn't go through enough of them. That area in particular is a grave concern. Might that replace the chronic absenteeism?

Ms. Shafer: I would agree that the ADA compliance for the last 20 years has not been correct. Unfortunately, and you know this better than anybody, the underfunding certainly didn't help.

Comm. Hodges: Right.

Ms. Shafer: Kennedy is not the only one that has ADA issues as well as all the other facility issues that we have. I'm going to ask Steve to come up. First of all, we would need to know the cost because it's going to impact the budget. Was it budgeted for? Is that something we want to add?

Mr. Steve Morlino: Good evening. We did put some money into the budget for some of these items, not all of them. Mr. Matthews can address that. Insofar as the Americans with Disabilities Act, we're well behind the timeframe that was established to implement some of these. Some of these wheelchair lifts are for non-functional lifts that are beyond repair. Some of them are for new lifts for which there's no accessibility to various stages and locations within the schools. Insofar as code compliance, they are a necessary item. We have not been censured for them yet, but at any time someone could walk in and write a violation.

Comm. Hodges: If we could show that we're on a trajectory to addressing them, we can at least mitigate whatever violations we're getting by saying that we're in the process of moving. Given our funding, this is the best we can do. We need to be on track to do something for them. I didn't know that they were so significant. The last thing I would raise an issue with is special education to see what kind of a timetable we can look at to make sure that all of those issues have been remediated. I would make one of those two, or both of them, a goal that we can put forward so we can tell the community that this is serious to us. It's so serious that we're establishing a priority for it and making it a goal so those children can get the services that they need. I would not be able to do that if I didn't have the data that I asked you for and I thank you for giving it to me.

Ms. Shafer: You're so welcome. I, too, agree 100% and I will say that the IEP compliance is the highest it's been right now. The IEP compliance is way up on it. Thanks to the child study team members, Cheryl, and all her team. When it comes to compensatory services, I just did the quick math and I need \$1.5 million to wipe it out. This year we got 48 speech therapists. We're two years behind now. If you remember last year, the issue was that we couldn't find any and we weren't able to provide the students the compensatory time from the year before. We are now able to get 20 more. We have 48 speech therapists. What we don't have is the money to have either an after-school or Saturday program. That's the problem. Right now, the 48 that we have are keeping us afloat for this year for all the students who have speech currently in their IEP. It's putting a little bit of a dent into what we owe children, but not enough to make a significant impact on the past two years. A couple of things play a part. One, we were not able to recruit speech language therapists because they came in and they wanted \$100,000 with no experience whatsoever. That was one issue. The other was we just could not find them. Then we didn't have the money. We could only do so much with the \$20 million and we did as much as we possibly could. Now we have the speech language therapists, but we need \$1.5 million to run a Saturday or after-school program, or both, whatever works for parents, to be able to provide those services to the children that we owe. To put it as a goal, similar to facilities, do we have that money in the budget? Are we able to move money around in order to do that?

Comm. Hodges: What happens if we're found negligent in not providing those services in a timely fashion? I'll just tell you the Education Law Center is murmuring left and right. Most importantly, the kids are not getting the services that they need. What I want to be able to say is that we have some movement in a certain direction. We can then scream about the funding. We need something so I can tell these parents that we're doing something for their children.

Ms. Shafer: We have movement. There's no doubt about it, but we don't have enough movement. When you owe the amount of hours that we owe, you need a significant amount of time, which is either an after-school or a Saturday program, so that you would be able to target those students that you need to. Right now, we're providing children that have speech in their IEP this year with the service. We're making a little bit of a dent in the owed services, but not significant. We send to the state a monthly report as to how much time we clocked in that's hitting the compensatory time, but it certainly isn't enough and it will take us some time to get there if we don't have additional funds to do an after-school or Saturday program. I'm going to ask Cheryl to weigh in as well.

Ms. Cheryl Coy: That is correct. Currently we're working on the prescribed, what's in their existing IEP, and compensatory that was billable for last year. The speech therapists are working around the clock to try to get those services in, but we are also trying not to exhaust pulling students out of the classroom as much. They're meeting with parents to see if parents want to continue at the level of compensatory owed, where the child is right now, if we should continue with giving them the full sessions they are owed, or if we should reduce them. The goal is to get the overall compensatory done. If we are able to get the additional funding for the Saturday program, from December or January to June we estimate knocking out 9,500 hours of services that will almost clear us for the 2016-2017 school year. We've already put in for the budget for next year for the ESY speech program again that we did this past summer and a Saturday program for next year as well. We propose that for 2019-2020. We're just trying to see if the money comes out this year to start one in the upcoming months.

Comm. Hodges: If we don't have a mechanism to make consistent improvement, then that should not be a stated goal. However, I do hope that the Board is interested in having periodic updates, at least monthly, as to where we are. Is there an impact on current students? Are they falling behind because of this situation?

Ms. Coy: No.

Comm. Hodges: Can you speak to that, please?

Ms. Shafer: Currently, students that have speech in their current IEP are getting the services because we now have 48 speech language therapists. It's the students that we owed speech therapy to from last year and the year before. That's the compensatory time. With that, we're making a dent and we could certainly report out monthly because we send it monthly to the state. We'll give the Board the same report and we are looking to see if there's any funding at all at least to get a Saturday program from January to June.

Comm. Hodges: I would withdraw that as a suggested Board goal, but go back to the facilities in terms of the ADA compliant issues.

Comm. Schutte: My question goes back to goal one. I know the number of students was 229 enrolled in AP courses in 2017-2018. That actually has jumped 100% for 2018-2019. If the enrollment doubled this school year, why is our increase 25%? Should we shoot for something higher? What do you think caused that influx of AP enrollment?

Ms. Shafer: Is Eric here?

Comm. Schutte: One of our goals was increasing AP enrollment by 25%. The data that I have shows that in 2017-2018 we had 229 students enrolled and in 2018-2019 we have 707. We doubled that number. 25% seems kind of low if we increased by 100%.

Mr. Crespo: We have.

Comm. Schutte: Do you have any information as to what we think caused that influx of students getting AP courses this year?

Mr. Crespo: One, we've increased the amount of courses that we're offering. We've added new courses. Second, we went out to really talk to the students. We had teachers and guidance counselors talk to students, just stressing the importance of the AP courses. Not only regarding achieving college credits, but also just taking the course you benefit. Studies show that even just having sat in that course you will benefit in college and score higher. There are some courses that the students were really interested in that they wanted to sign up for and that really pushed the enrollment.

Comm. Schutte: Do we have a goal in mind? There are still some courses where enrollment is rather low. Do we have a goal to target those so it makes it worthwhile? I would like to see the classes full.

Mr. Crespo: When we think about AP enrollment, one of the mechanisms we use to align a student and success to the AP course is the AP predictor. It comes from the PSAT. It identifies which course a student is more likely to be successful in. We took that data, and also based on student interest and teacher recommendation, to come up with the numbers. Could we possibly say increase their chemistry course? We could, but we want to make sure that we align it to student interest and success rate as well.

Comm. Schutte: Thank you.

Ms. Peron: Could we change the language then to say we're going to maintain that enrollment number?

Comm. Simmons: Maintain the percentage.

Comm. Castillo: So it could be to maintain enrollment in AP classes of 100%.

Mr. Crespo: For example, if a student is taking the chemistry and he drops it, then we didn't maintain it. Is that what you're saying?

Ms. Peron: We want to support the students so they don't drop it.

Mr. Crespo: Of course, or if he transfers out.

Comm. Simmons: Wouldn't that still count towards the enrollment?



Mr. Crespo: Yes.

Comm. Castillo: I have a suggestion. Let's try this one more time. Now that we have all of the information that we could possibly desire, is there any way that we can table this conversation, come up with whatever changes we need, and then bring it up to our next Board meeting? Clearly, there are discussions that we can have and there are suggestions that we can add to any changes. But we do need to make sure we come back to the table with the changes. If not, we're going to be here for another five hours.

Comm. Schutte: Is it possible to have a retreat or special meeting so that we can put all our minds together?

Comm. Castillo: The only situation is I would have to call and find out because this is already delayed. Our next Board meeting is on the 20<sup>th</sup> and then we're into December. We need this information to evaluate the Superintendent. It's something that should have been in place in September and we are here now. The longer we take, the more difficult it's going to be. This is also something that we do yearly. We need to also comply. We're going to have to come back and review this during the summer as well. This is a learning lesson. After the transition and the whole nine yards we will have all this information. We will have the strategic plan and all the information we have requested throughout the last few months. Then in the summer we will be working on goals again to start September. We're definitely delayed now through the whole transition and what that took up and the other things that we needed to have. We do need to have this in place as soon as possible with the mindset that now we know what's in our hands and we will have all the information that we have requested, whether it's facilities, strategic, curriculum, or the high schools. We will have all of that to digest by the time we come back and we meet for next year's goals.

Comm. Simmons: If we're going to send questions or changes, will those be answered by the appropriate staff? Right now, with the discussion we're actually getting feedback from the appropriate staff. We're making a determination whether or not the goal is feasible. If I'm sending you a change or suggestion, is that going to be forwarded so that we can make a determination whether or not...

Ms. Shafer: I would suggest right now that we table this for a few minutes and go into public. Let's come back and I think we can go through this for the most part and look at some of the language changes and try to clear it up. Let the public go because they've been waiting.

Comm. Castillo: Let's have public portion, if that's okay. Hold on for a minute. We can go through that part and then we can come back and break down the goals.

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

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

Comm. Castillo: For all those that are visiting us tonight for the first time, we will keep the time to about three minutes just to be respectful of everyone else's time.

Ms. Rosie Grant: Good evening. I'll start with congratulations to the returning members of the Board and our new Board members. To all the folks who ran and did not win a

seat, I do want to say thank you for running. There are opportunities for you to serve Paterson children. If you do have their best interest at heart please stay with it and stay with us. We will help you find another road to continue your advocacy and support. I want to also say congratulations to Paterson on selecting a Type 2 district. The results are unofficial, but it's 1,700 versus 7,200 votes. We're fairly certain that we will remain Type 2 as we return to local control. In the essence of time, those are the two things I wanted to make sure that I said this evening. I will bring you more information at the regular meeting. Thank you.

Ms. Erica Santiago: My name is Erica Santiago and I have a question and a comment. My daughter is a freshman at HARP Academy. She was given a homework assignment which was modified but an example was not given of how to do that assignment. Therefore, my husband had to google the assignment when he got home just so he could help her with her homework. I think that the teacher should be told to give an example. For a parent like myself or one whose English is not their first language, it's hard to help your child with their homework when you don't know how to do it yourself. That's my comment. I'm here to speak for another parent who couldn't get on the microphone. Her child is in general education at a different school. He's supposed to have modified work and it specifically says that in his IEP. The problem is he was verbally given modified work. He was given problems to do and he was told to do the even problems only. But all the problems were on the page and he was not clear on which ones were even and which ones were odd. Therefore, the homework was done wrong and he felt like he did something wrong. If he's supposed to have modified work, are the general education teachers supposed to modify it? Are they getting suggestions from resource room teachers? If it's supposed to be modified work, if he only had to do the even numbers, why were the odd numbers on the page to begin with? Why was he not given a separate worksheet with only the work that he had to do on it? Is it because it's too time-consuming for the teachers? Do they not want to waste paper? Were they not properly taught how to correctly modify the work? That's it. Thank you.

Ms. Shafer: Can I just ask you about the second student that you spoke about? What school is that?

Ms. Santiago: Rosa Parks.

Ms. Carrie Gonzalez: Good evening Superintendent Shafer, Board members, and community. To those of you who don't know me, my name is Carrie Gonzalez. I have two children in the district. I'm going to read off my paper because my emotions are getting the best of me. I come before you this evening due to my insistent request being ignored. My son Jaden Gonzalez was suspended from DBT on October 29-31 for possessing a Juul on the school bus. Although I'm before you this evening requesting my son's suspension be rescinded, it is not to condone or shield my son's actions. I'm here to fight for what is right. If the Assistant Superintendent refers me to policy and I find policies not consistent, then the Board should do what is right and go based on the disciplinary actions as addressed on the school bus conduct policy, which parents sign at the beginning of the school year and I have a copy of. Bus conduct policy 12, no lighting matches or smoking on the bus, page two on the disciplinary process indicates that if a student chooses not to follow the rules the driver will complete a written school bus incident report. Once the principal receives it, the following actions will take place. Number one is a verbal warning to the student with a possible phone call to the parent. Possible shouldn't even be in there. There should be a phone call to the parent, period. Second offense, parents will be notified by the principal. Third offense, a meeting will take place with principal and CST. Fourth offense may result in suspension or expulsion from the bus. In black bold letters it says the specific disciplinary action will

depend largely upon the seriousness of the infraction. The driver or principal must follow each step below to maintain order on the bus as well as protect the students' rights. As you can see, nowhere on the manual for parents on the district website or on the bus conduct policy is there any mention of any of the above-mentioned infractions to be considered an automatic Category II, which is what I was told my son was being charged with. I'm not going to get into much detail due to the brief time allotted and I've already discussed this before with our Superintendent, Deputy Superintendent, and Assistant Superintendent. I would say my repeated requests and communications have fallen on deaf ears and my actions have become fruitless. My son, just like any child in this district, is entitled to due process. Not only was he deprived of due process, he was also going to be deprived of his right of academic instruction. My son has an IEP and according to NJAC6A:16-7.2 and school policy 5610, my child is entitled to academic instruction, either in or out of school, in accordance with the New Jersey Student Learning Standards during short-term suspension. One has to wonder how many other children have been deprived of their rights under an IEP or due process. To date, I have not received a phone call from the instructor. According to Ms. Coy, he was supposed to have called me by Friday. By Monday when I saw Ms. Coy I had yet to receive a phone call. Once again, I'm hereby requesting my son's suspension be rescinded and I'm provided a copy of the incident report pursuant to policy R5600. Why suspend a kid to only have to provide them with compensatory education? It was just said that you're two years behind, especially one that per the policy that I signed has not gotten suspended in the past.

Ms. Elizabeth Elias: Good evening everyone. As you know, my name is Elizabeth. I came here for numerous things. Every time I come, I hear the same repetitive story. It's the same people elected. Hopefully in 2019, 2020, and 2021 everybody will be here presently in the now. I see the same continuous things happening over and over again with policies. The same thing that happened to her son happened to mine during summer school. There was supposedly a policy that my son was endangering children during summer school because he was playing Call of Duty. As I can see, you guys don't follow up and don't notice that those policies are the ones that Dr. Evans left behind. If you haven't noticed that, take a look at it. It's the same thing for the HIB law. It hasn't changed. It still says Dr. Evans on there. From what I know, we upgraded to a new Superintendent about a year ago. I think somebody needs to start following up with whoever is copying, pasting, or doing whatever. I don't know who's in the process of that, but you need to really get on board and up-to-date. This is why we're left behind. This is why such small ratings are required. You give our kids 57% and 73% instead of giving them 100%. Our kids deserve 100% and I feel like everybody should do 100% or more. I think you have been here long enough. Your job should be kids. The climate and culture is terrible. That's part of what we're going. I have come today from court with a teacher for the same HIB law that you created and don't follow. Either you get on the program or you want us to help you. You need to make a separate program where we teach you what you have been doing wrong. I think that's what you need to do. You need to sit on our side. I'm not being funny. Maybe it will help. I told you ethics training and climate and culture goes a lot together. Nobody is paying attention to it and we're suffering. We seem like we're bad, but there's nothing in place where you have everything aligned 100% that's efficient in this school system. Nothing! Nowhere near. Not from computers or climate and culture. Your summer program sucks. You run it with the same attendance as the regular school year. I guarantee you haven't been working on that. You do the ESSA during the school hours when parents can't even come in. Ms. Sullivan tries, but they need to change those hours. Please make it when we can come and meet and you guys are present. The ESSA law is something that you need to learn and I've been talking about it. It's federal money. This school is run with federal money. The Board of Education and everything that comes is

with federal money. Your taxes are federal money. My taxes are federal money. Even if we don't vote, immigrants who come to this school, which is a high Latino population, we all pay taxes. The prisoners are getting better lunches and when you sit there and act like the prisoners deserve better than our kids, there's a problem. I can go all over with you guys and remind you of what you need to work on. I'm not being funny. I've been talking about it. How many parents are going to suffer for the HIB law and climate and culture and you not understanding that in your website you have shit from when Dr. Evans was here? It makes no sense. That's all I have to say.

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

Ms. Shafer: I'd like the Rosa Parks parent to see David Cozart so we can make sure that the general education teachers are modifying the work. We will certainly talk to the teachers at HARP Academy. She can also talk to David because he also has HARP Academy. I'm going to ask Cheryl to meet with Ms. Gonzalez. I want to know when the home instruction is starting. It should have started a couple days ago. That's all I have.

Comm. Hodges: I'm particularly concerned about what's happening with the ESSA. It's a major concern. That is a big component. If we're not conducting that the right way it has to be fixed. I'd like to follow up on all of this, but that's a main issue.

Ms. Shafer: I made a note that we need to schedule meetings both during the day and in the evening to accommodate the parents.

Comm. Hodges: I'd like to know when that gets implemented.

Comm. Castillo: As a suggestion, do you just want to go into voting for the agenda items and then we come back to district goals? We can have that conversation and then go into executive session. Let's get the rest of the meeting done and then we will go back to the goals.

## **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 November 8, 2018, beginning with check number 213521 and ending with check number 213665, and direct deposit number 254 and ending with 267, in the amount of \$14,912,637.30;

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. Martinez that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.**

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

Comm. Arrington  
• Self

- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

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
*Jane Kustin	NJ Association for Health Physical Education Recreation and Dance	October 30, 2018	\$50.00 (registration)
Teacher/Dale Avenue	Lawrenceville, NJ		
*Cicely Warren	2018 National Blue Ribbon Schools Ceremony/Department of Education	November 6-8, 2018	\$718.32 (transportation, lodging, meals)
Assistant Superintendent	Washington, DC		
*Nancy Castro	National Blue Ribbon Schools Ceremony/Department of Education	November 6-8, 2018	\$722.99 (transportation, lodging, meals)
Principal/School 28-G&T	Washington, DC		
*Victoria Larosiliere	National Blue Ribbon Schools Ceremony/Department of Education	November 6-8, 2018	\$477.60 (transportation, lodging, meals)
Teacher/School 28-G&T	Somerset, NJ		
Rocio Fernandez	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$219.46 (registration, transportation)
Teacher Coordinator & After School Program Lead/Eastside H.S.	East Princeton, NJ		
Dany Estupinan	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$220.51 (registration, transportation)
Teacher & After School Program Lead/School 24	East Princeton, NJ		
Jenna Goodreau	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$207.48 (registration, transportation)
Director/FSCS	East Princeton, NJ		
Elaine Levendusky	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$218.59 (registration, transportation)
Teacher & Afterschool Program Lead/MLK	East Princeton, NJ		
LaToya McCoy	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$220.51 (registration, transportation)
Teacher & Afterschool Program Lead/MLK	East Princeton, NJ		
Sakena Thompson	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$219.70 (registration, transportation)
21 <sup>st</sup> Century Program Manager	East Princeton, NJ		
Kristy Wellins	NJSACC Conference: New Jersey's Annual Conference on Afterschool	November 16, 2018	\$217.41 (registration, transportation)
Supervisor/SIG	East Princeton, NJ		
Lizandaa Alburg	Rutgers 2018 Gifted Education Conference	November 30, 2018	\$189.00 (registration)
Teacher/School 28-G&T	Somerset, NJ		
Sheila Carrasquillo	Rutgers 2018 Gifted Education Conference	November 30, 2018	\$189.00 (registration)
Teacher/School 28-G&T	Somerset, NJ		
Jessica Hinds	Rutgers 2018 Gifted Education Conference	November 30, 2018	\$189.00 (registration)

Teacher/School 28-G&T	Somerset, NJ		
Dawna Pazant	Rutgers 2018 Gifted Education Conference	November 30, 2018	\$189.00 (registration)
Teacher/School 28-G&T	Somerset, NJ		
Rita Route	Rutgers 2018 Gifted Education Conference	November 30, 2018	\$189.00 (registration)
Teacher/School 28-G&T	Somerset, NJ		
Neville Williams	Institute for Professional Development: Social Media Mayhem 2019	November 30, 2018 January 11, 2019	\$247.70 (registration, transportation)
Supervisor/Purchasing	New Brunswick, NJ		
Alphonso Malzone	NJ Educational Facility Management Program	December 1, 2018	\$263.00 (registration)
HVAC Tradesman/Facilities	Morristown, NJ		
Lance Gaines	Green Purchasing	December 7, 2018	\$95.00 (registration)
Purchasing Agent/Purchasing Department	Saddle Brook, NJ		
Matthew Caruso	International Baccalaureate Category 3 Workshop IB Learner Profile	December 7-10, 2018	\$1,503.64 (registration, lodging, meals)
IB Teacher/International H.S.	Washington, DC		
Catherine Forfia-Dion	International Baccalaureate Category 3 Workshop Evaluating Your Diploma Program	December 7-10, 2018	\$1,642.84 (registration, transportation, lodging, meals)
Acting IB Principal/International H.S.	Washington, DC		

Vincent Giardina	International Baccalaureate Category 2 Workshop IB World Religions	December 7-10, 2018	\$1,503.64 (registration, lodging, meals)
Teacher/International High School	Washington, DC		
Connie Lozada	International Baccalaureate Category 3 Workshop Strategies to Increase DP Cohort Sizes	December 7-10, 2018	\$1,503.64 (registration, lodging, meals)
Teacher/International High School	Washington, DC		
Gulderen Ozbek	International Baccalaureate Category 3 Workshop IB Learner Profile	December 7-10, 2018	\$1,503.64 (registration, lodging, meals)
Teacher/International High School	Washington, DC		
Digna Perez	International Baccalaureate Category 2 Workshop Language B: Ab Initio	December 7-10, 2018	\$1,642.84 (registration, transportation, lodging, meals)
Teacher/International High School	Washington, DC		
Emily Rose	International Baccalaureate Category 3 Workshop IB Learner	December 7-10, 2018	\$1,503.64 (registration,

	Profile		lodging, meals)
Media Specialist/International High School & GMA	Washington, DC		
Boblyn Dobbs	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Principal/School 12	Portland, OR		
Dorothy Dougé	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Principal/Unit I	Portland, OR		
Rocio Fernandez	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Teacher Coordinator/EHS	Portland, OR		
Javier Fresse	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Teacher/DFN School 4	Portland, OR		
Michael Hill	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Principal/John F. Kennedy H.S.	Portland, OR		
Kaara Lydner	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Teacher Coordinator/JFK	Portland, OR		
Zatiti Moody	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Principal/Great Falls Academy	Portland, OR		
Giovanna Rodriguez	Restorative Justice Training	December 9-14, 2018	\$2,628.00 (registration, transportation, lodging, meals)
Teacher Coordinator/EHS	Portland, OR		
Rebecca Cecala	Social Emotional Learning Through Mindful Practices – MUJC	January 17, 2019	\$145.00 (registration)
Principal/School 7	New Providence, NJ		
Jenna Goodreau	New Jersey Department of Education 21 <sup>st</sup> CCLC Project Director Workshop	January 30, 2019	\$32.68 (transportation)
Director/FSCS	Hamilton Township, NJ		
Jenna Goodreau	New Jersey Department of Education 21 <sup>st</sup> CCLC Project Director Workshop	April 10, 2019	\$32.68 (transportation)
Director/FSCS	Hamilton Township, NJ		

**TOTAL CONFERENCES: 37**  
**TOTAL AMOUNT: \$37,081.51**

**\*FOR RATIFICATION**



**It was moved by Comm. Redmon, seconded by Comm. Martinez 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 3**

Update to the 2018-2019 Field Trip Destinations

Whereas, the district's Brighter Futures Strategic Plan's first priority is to provide Effective Academic Programs, the Division of Academic Services/Special Programs recognizes that field trips are supplemental supports for essential concept acquisition of instructional programs, and

Whereas, field trips afford students a firsthand educational experience that is not available in the classroom, and

Whereas, the Assistant Superintendents have approved/recommended the addition of the attached field trip locations;

Therefore Be It Resolved, the Paterson Board of Education accepts the attached list of approved destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2018-2019 school year.

**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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

## Resolution No. 4

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to North Hudson Academy and Windsor Prep for students with special needs, as per their IEPs. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
CITY WIDE MEDICAL	WINDS119Q	\$ 294.00	35	\$ 10,290.00
SUN TRANSPORT	NHAS219Q	\$ 269.00	37	\$ 9,953.00

**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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self

- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 5**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Edward w Kilpatrick, School 16 and Eastside High school for students that are displaced under the McKinney Vento Law. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
J. CARPIOLIN TRANSPORT	EWKMCVQ	\$ 275.00	34	\$ 9,350.00
AMERICAN FIRST CHOICE	MC16EHSQ	\$ 199.00	34	\$ 6,766.00

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 5 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 6**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Early Learning Center for a displaced student under the McKinney Vento Law; and provide quoted transportation to School 1 for students with special needs, as per their IEPs. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
J. CARPIOLIN TRANSPORT	PS1MCVSQ	\$ 265.00	31	\$ 8,215.00

**It was moved by Comm. Ramirez, seconded by Comm. Simmons that Resolution No. 6 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self

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

Comm. Simmons

- Self
- Family

### **Resolution No. 7**

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2018-2019 school year for an in-district special needs student, and

WHEREAS, approving the addendum to add an aide to route DAL319 for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the District would like to approve the following addendum for the 2018-2019 school year. The addendum is as follows:

<u>Contractor</u>	<u>Route #</u>	<u>Aide Cost</u>	<u># of Days</u>	<u>Total Cost</u>
WE CARE TRANSPORT	DALS319	\$45.00	168	\$ 7,560.00

NOW THEREFORE BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation to approve addendums to contracts for routes in the 2018-2019 school year.

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

BE IT FURTHER RESOLVED, this addendum is to add a 1:1 aide to route DAL319, for a student with special needs, as per the IEP. This shall take effect for the remainder of the 2018-2019 school year. This shall take effect with the approval signature of the State District Superintendent.

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 7 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. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches

- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 8**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Chapel Hill Academy for a student with special needs, as per their IEP student must be



transported alone. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
AAA SCHOOL	CHAP19Q	\$ 224.00	31	\$ 6,944.00

**It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 8 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

## Resolution No. 9

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Manchester Regional High school for a student with special needs, as per their IEP. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
AAA SCHOOL	MRHSS19Q	\$ 229.00	30	\$ 6,870.00

**It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 9 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart

- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

### **Resolution No. 10**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Early Learning Center for a student with special needs and School 7 for a student with special needs temporarily displaced in Wayne; as per their IEPs. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
WE CARE	ELC7S19Q	\$ 237.00	27	\$ 6,399.00

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 10 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 11**

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the 2018-2019 school year;

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

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

BE IT FURTHER RESOLVED, this resolution, to provide quoted transportation to Paterson Charter School for Science & Technology for a student with special needs; as per the IEP. This shall take effect for the 2018-2019 school year with the approval signature of the State District Superintendent.

Contractor	Route #	Per Diem Cost	# of Days	Total Cost	
J. CARPIOLIN TRANSPORT	PCSSTS119Q	\$ 120.00	24	\$	
2,880.00					

**It was moved by Comm. Simmons, seconded by Comm. Schutte that Resolution No. 11 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. Arrington

- Self
- Family

Comm. Capers

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

Comm. Castillo

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

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self

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

Comm. Simmons

- Self
- Family

### **Resolution No. 12**

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

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

WHEREAS, a special public comment session was held at the November 7, 2018, board meeting, now therefore

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

0161.1	Materials Received Prior to Board Meeting
2460.10	Related Services
2468	Independent Educational Evaluations
9150.1	Classroom Observation by Parent/Guardian and Outside Professionals

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

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 12 be adopted.**

Comm. Castillo: For the first policy, materials received prior to Board meeting, is this all documents for Board meetings? Is the policy saying that all materials we should receive before Board meetings, even presentations?

Comm. Hodges: Yes. Isn't that part of the transition plan?

Comm. Simmons: Particularly anything that we may be required to vote on.

Comm. Castillo: Correct, everything that we need to vote on. But I know sometimes there's a delay with the actual presentations that we have. Is that included in this as well?

Comm. Redmon: No.

Comm. Simmons: It actually is, if possible. I know that some presentations are extensive and took time to print, but if possible, so that we can formulate questions.

Comm. Castillo: That was my only concern as to how that was read. I worked for a Board that required presentations and sometimes there are changes, adjustments, and add-ons. Sometimes you have to redo the whole thing on the same day because it's being presented to the Board. If we're going to ask that of the administration, I just want clarification on that.

Comm. Hodges: The problem is I can only ask questions of what was told to me, not only on what's in here. It handicaps me. I like to ask questions because there are things I might want to challenge or need clarification on. I don't know about that. I've already had the presentation and the opportunity for a discussion and clarification has passed, or to ask reasonable and intelligent questions.

Comm. Castillo: That's just me. If there's a presentation and I have questions on it usually it's done after the presentation because it's going to come back to the Board for approval. For example, the Newcomers I don't necessarily have to see before. I can see it here and if there are questions after the presentation then we go down that road and ask those questions. It then has to come back for discussion and adoption anyway. That's just my opinion. We're already getting flooded with a ton of documents before the meetings that our staff has to present to us, but to have the presentations and questions prior to the meeting and then come to present...

Comm. Simmons: I don't think the questions would be prior to the meetings.

Comm. Hodges: How are you going to have questions prior to the meeting if you don't know what the presentation says?

Comm. Castillo: That's what I'm saying. If you get the presentation prior to the meeting, let's say we get the presentation on Friday, Monday morning he's going to call to ask questions. The presentation will be on Wednesday.

Comm. Simmons: That's not the intent. It is so that you can formulate your questions once you get to the meeting, but not prior to the meeting.

Comm. Ramirez: It's just to be able to review the information.

Comm. Redmon: Basically, you're just asking for the material to be presented earlier when we get our entire agenda. When you come you have questions that you've reviewed already and now you can ask the staff.

Comm. Hodges: That's right.

Comm. Simmons: A lot of times what happens is we'll get the presentation and then we're asking questions. Then the staff has to actually go back to adjust it. We're trying to limit that.

Comm. Redmon: Not that you're asking questions, but you're formulating your thought. I get it. Also, you have to remember this year our schedule was pushed back a couple of times. A lot of the presentations that were intended for us to be seen we pushed back. A lot of our staff members didn't have enough time to get it to us in a timely manner. It's not fair to the staff to say that we're not getting the presentations on time. We have to also remember we asked for stuff to be removed off our agenda too. We had presentations where our meetings ran long and we asked the Superintendent to take stuff off the agenda. We have to have a happy medium. If we're taking stuff off the agenda and they're being presented at the next Board meeting, we still should have the

packets earlier. But you can't say that you're not getting the materials early or on time. We asked for those things to be removed off our agenda. They were up there first and things were being removed because the Board asked for them to be removed.

Comm. Castillo: Envisioning what's going on, I'm 110% that all of our agendas should be completed and in our hands or devices within 48 hours before the meeting, unless there is a special emergency add-on. My only vision is the presentations because I understand as a staff member how complicated that can get. You're worried about getting all the agendas and the packets together. Once you go into the presentations, you're literally doing this last minute. You're trying to get all that done as well as everything else that you're doing to be ready for it. To ask all of our staff to have all the presentations printed and to us a week before can get a little complicated. I'm not saying it's impossible. I'm just saying it's just not going to happen all the time. I don't want us to hold our staff accountable for not getting a presentation that they couldn't have for us four days in advance.

Comm. Hodges: I think that we can simply reach an understanding and realize under time constraints we could not do this earlier. That would suffice. We're just simply saying that we don't want to come in and find all of this on the desk and then try to follow all of this.

Comm. Redmon: Can I make a suggestion? When we go back to policy we can reword it. Right now, we're going back and forth with it. The policy committee can come up with language that will follow it and everybody will be happy. I think this should be brought back to policy and have the language the exact way that the Board would want it. Then the Board approves it and we move forward. Right now, we're just going back and forth. Nobody has an answer that they want and we want to make sure that our staff is clear of how we want our material presented to us. We don't have to hear we didn't get this on time or that we're voting on stuff that's not in a timely manner. Do my colleagues agree?

Comm. Castillo: I would add that in specific this is what we would prefer, but if it's a time constraint our staff gets that time. I know for a fact we get a presentation last minute and someone is going to make that known to the staff member who has been working and putting things up for three days. That's my thing.

Comm. Hodges: There's a sheet that comes with resolutions that are delayed. You can use the same sheet if you have to delay x, y or z. That's all it takes.

Comm. Castillo: That's only my suggestion. We can definitely put in for a vote.

Comm. Simmons: If it is possible to have any presentation that we're going to receive, we usually know within that week. If it's possible, then get it to us prior. If it's not and we get it that night, if there's an explanation, that's fine.

Ms. Shafer: Let me just make sure that we're clear. The whole packet goes out on Friday. The latest is Friday for the Wednesday meeting. If we could say that the presentations you'll have by Monday, is that a good 48 hours? Okay. That's what we're going to try to do. It's not always doable and we will make sure to let you know when it isn't. We'll shoot for Monday.

Comm. Hodges: You can put the sheet if you want to. That takes care of it all.

Ms. Williams: So we're pulling this one policy and rewording it?



Comm. Simmons: Can the amendment just be made now to add if it's possible, 48 hours prior to a Board meeting?

Comm. Hodges: Presentations will be submitted on Monday. Then if there's a delay, I have a sheet that says...

Comm. Castillo: Is there any way that we can pull this policy and have it back on the Board for revision just so it can make sense?

Comm. Simmons: We'll just reword it and put it on for the next Board meeting.

Comm. Castillo: I will be pulling Item #120161.1, materials received prior to Board meetings policy. We're pulling that policy for revision and bringing it back to the Board.

Comm. Hodges: Would you provide us with the appropriate language added to it?

Comm. Castillo: Absolutely. Can we just vote for the rest?

**On roll call all members voted in the affirmative. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

- Self

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

Comm. Simmons

- Self
- Family

### **Resolution No. 13**

WHEREAS, The Paterson Public School Internal Audit Unit has conducted a review of the district's vehicles; and

WHEREAS, the purpose of the audit was to determine if the district is in compliance with NJAC 6A:23A-6.11 Vehicle Tracking, Maintenance and Accounting and district policy, if fuel usage is monitored and verified, and if the personal use of district vehicles is being properly recorded as a taxable fringe benefit to the employee using an acceptable method described in IRS Publication 15-B, Employers Tax Guide to Fringe Benefits; and

WHEREAS, the review identified several deficiencies and made recommendations as follows:

Finding 1: The auditors noted discrepancies between the Edumet fixed asset vehicle inventory maintained by the Business Office and the vehicle inventory maintained by the Transportation Services Department

Auditors compared the fixed asset vehicle report generated in Edumet by the Business Office to the vehicle database maintained by the Transportation Services Department as of June 30, 2018. Auditors noted the following:

- The Edumet report detailed 103 vehicles with a total value of \$3,065,891. The Transportation Services Department database correctly listed 71 vehicles totaling \$2,463,807. Auditors noted that the Edumet report included vehicles sold in prior years and did not include current year purchases and disposals. Auditors were informed that Edumet is updated at the end of the fiscal year and is not "live". The vehicle asset value in the district financial statements would be overstated by \$602,084 due to these differences.
- The Edumet report contained errors including incomplete vehicle VIN numbers. The VIN number is a unique 17-digit number. Auditors identified 14 vehicles where the number in Edumet did not match the inventory provided by transportation services.
- The Edumet report lists purchase prices that do not agree to the database. Auditors noted 63 instances where the prices did not agree. Five of those differences are due to the fact that current year purchases do not yet appear on the Edumet report. The other differences were the result of incorrect purchase prices being entered into Edumet. The purchase price should be the total purchase price, including all applicable fees.
- The Edumet report lists purchase dates that do not agree to the database. Auditors noted 40 instances where the purchase dates did not agree. For example, the district purchased a total of 17 model year 2016 vehicles. There are three different purchase dates in Edumet (6/1/15, 9/21/15, 9/23/15) yet the database has the same date (1/26/16) for all 17. Auditors reviewed the invoice for all 17 vehicles. The purchase

date in Edumet was incorrect for all 17. The database had the correct purchase date for three of the 17 vehicles.

- The Edumet report is missing one vehicle that was purchased in 2016. It was never recorded.

The following is a reconciliation between the Business Office vehicle inventory maintained in Edumet and actual vehicles owned by the district as of June 30, 2018:

<b>Vehicle total per Edumet</b>	<b>Vehicles disposed in prior years</b>	<b>2016 Purchase never entered</b>	<b>Current year purchases not entered</b>	<b>Vehicles auctioned during current year</b>	<b>Actual Vehicle inventory as of June 30</b>
103	-43	1	17	-7	71

Recommendation: The auditors recommend the district update and reconcile the Edumet database so that it accurately reflects the current inventory. All deficiencies noted above should be corrected. In the future, all purchases and disposals should be recorded correctly and timely, and records reconciled annually.

Finding 2: Vehicle logs were not always prepared as required by N.J.A.C. 6A:23A-6.12-2(e)

Pursuant to N.J.A.C. 6A:23A-6.12-2(e), "Vehicle use logs shall be maintained for all individual and pool assignments in order to accurately record all usage of each vehicle, including the driver, mileage, and starting and destination points". Auditors reviewed the weekly vehicle logs for September, December, April and June. Auditors noted that vehicle logs were not available for all vehicles for all periods. No vehicle logs were provided for 32 vehicles (20 from the facilities department) for the entire sample of September, December, April and June. Many vehicles had logs for some weeks and missing logs for other weeks. For example, auditors reviewed the logs of 28 vehicles for the month of April 2018, 61 weekly logs were not available.

Recommendation: The district must comply with the requirements of N.J.A.C. 6A:23A-6.12-2(e) and maintain vehicle use logs for all district vehicles. Responsible drivers must be required to accurately track vehicle usage and submit logs timely. All departments should submit vehicle logs for each vehicle for each period to the Transportation Services Department. The Transportation Services Department should maintain a database of vehicle logs to ensure all logs are submitted. Vehicles not in use should submit a log stating such.

Finding 3: A sample of invoices reviewed from Fleetcard contained numerous erroneous odometer readings

When a district owned vehicle is refueled, the gas station attendant is supposed to record the odometer reading. Auditors noted numerous instances of entries on the invoices that were incorrect. For example, invoice number 409773 dated 5/1/18 lists a vehicle traveling only 22 miles using 14 gallons of gas, and the very next fill up traveling 402 miles using 11.7 gallons. Another entry showed a vehicle traveling 14,900 miles between fill ups. Accordingly, there were also errors on the individual gas receipts that were attached to the daily motor vehicle use and fuel log record forms. If management wishes to use this data for vehicle tracking it needs to be accurate.

Recommendation: district remind all employees they are responsible for verifying the accuracy of the odometer reading at the time of refueling.

Finding 4: District procedures for the timely removal of disposed vehicles from the Edumet inventory are not adequate

The current district policy (7650 and R7650) does not address the steps and procedures for the public sale of obsolete vehicles. Auditors noted that vehicles sold were not always being removed from the Edumet inventory. After interviewing various district staff there is an apparent disconnect regarding the process for notifying the Business Office to remove the vehicle (s) from district inventory once sold.

Recommendation: The District revise the existing procedures to include the process and individual (s) responsible for notifying the Business Office to remove the vehicle (s) from the Edumet inventory in a timely fashion.

Finding 5: Vehicle logs did not always contain all required information

N.J.A.C. 6A:23A-6.12-2(e) requires that vehicle logs including the following information be maintained for all district vehicles: Driver name, Mileage, Starting point, and Destination point.

A review of a sample of vehicle logs revealed that all required information was not always entered. Auditor noted logs missing starting point, destination point, total miles, signatures, etc. In addition, some vehicle logs were illegible and others had mathematical errors.

Recommendation: District drivers should be instructed that vehicle logs must include all required information and be mathematically accurate. The Transportation Services Department should review vehicle logs when submitted, any incomplete forms should be returned to the preparer for correction. The district could consider developing a vehicle log in an electronic format with formulas to avoid mathematical errors. Electronic logs could be prepared by each department and forwarded to the Transportation Services Department weekly; and

WHEREAS, the School Business Administrator & Executive Director of School Security, Fleet Management & Internal Investigation has reviewed the above-mentioned recommendations; and

WHEREAS, the attached Corrective Action Plan has been created to remedy the above-mentioned recommendations; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Public Schools Board of Education accepts and approves the "Corrective Action Plan" for the Paterson Board of Education of the district's vehicles; and,

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

**It was moved by Comm. Simmons, seconded by Comm. Schutte that Resolution No. 13 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.**

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

### **Comm. Arrington**

- Self
- Family

### **Comm. Capers**

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- 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. Ramirez**

- Self
- Berkeley College

### **Comm. Redmon**

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

### **Comm. Simmons**

- Self
- Family

## **Resolution No. 14**

Whereas, Harassment, Intimidation or Bullying (HIB) means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students as defined in N.J.S.A. 18A:37-14, and

Whereas, (N.J.S.A. 18A:37-17b) states all schools staff and volunteers who have significant contact with students and persons contracted by the district to provide services to students, must be provided with training on the BOE's HIB policies. The training must include instruction on preventing HIB on the basis of the protected

categories identified in the definition of HIB as established in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation and bullying, and

Whereas, Project NextGen, offers a research-based coach training that addresses the current challenges coaches face in today's student athlete. The training addresses the micro aggressions and other forms of harassment, intimidation and bullying behavior that must be eliminated as well as developing positive coaching strategies to support a healthy team culture and climate. The training is a intellectual proprietary program created for coaches using the most professional methods of coaching as established by the International Coaching Federation (ICF), researched information from higher education, corporate training, as well as development consulting and coaching methods created by Project NextGen, and

Now Therefore, Be It Resolved that the Paterson Board of Education wishes to enter into a contract with Project NextGen to implement a 2 hour customized professional development for coaching staff on November 13, 2018 at a set discounted amount of \$2,000.

**It was moved by Comm. Schutte, seconded by Comm. Arrington that Resolution No. 14 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained and Comm. Ramirez who voted no. The motion carried.**

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

**Resolution No. 15 was pulled.**

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Instruction and Program***

Comm. Castillo: Instruction and Program actually met today so the minutes will be provided at our next Board meeting.

#### ***Operations***

Comm. Redmon: Operations met today. The report will be presented at the next meeting.

#### ***Fiscal Management***

Comm. Castillo: Fiscal Management is actually meeting tomorrow. The minutes will be provided then as well.

#### ***Personnel***

Comm. Redmon: Personnel hasn't met yet.

### **Subcommittee Reports**

#### ***Technology Committee***

Comm. Simmons: We haven't met, but we actually have some technology issues. I did ask for the committee to be copied. I sent out an email asking questions on what happened with the last outage. I asked for a root cause analysis. One of the major issues was the temperature in the MDF at Eastside. I believe at the last meeting there was a discussion around the AC unit being installed. I'm not sure if that has happened yet.

Ms. Shafer: Is Yacine in the back? Steve, do you know?

Mr. Morlino: I know there's money requested in the budget to replace a number of MDF closet AC units. I'm not sure where that is at this point. I was told this evening that there's a problem with that one at Eastside. I'll check into that. I'm not aware of it.

Comm. Hodges: I wanted to look at that.

Ms. Shafer: Yacine, can you just talk about what happened at Eastside with the problem with the heat?

Mr. Yacine Abada: Good evening. Exactly on Thursday morning I received a call stating that the voice mail was down. I sent in my technicians to Eastside and as soon as he opened the door there was so much heat in there that it shut down a couple of my equipment. We opened the door and made sure that all that heat was released and then we started putting back the equipment. We called facilities and they always respond on time. They're great in responding. They came in and I'm not sure exactly what they did, whether it was a circuit breaker change. After a couple of hours, the air conditioning system came back on and started functioning. With that said, we did a couple of issues with the extreme switches that we had there. Some of the ventilation on the switches went bad. Our switches started to malfunction causing the data and voice to go down. That's what happened.

Comm. Hodges: There was another issue I wanted to bring up in terms of technology/facilities. That was one of the goals and I didn't know at what level to put it. That's critical given it takes care of your telephones, emails, memory, and everything else. I was hesitant to raise it to that level until we had a discussion with the technology committee. I don't know whether it rises to the level of a goal given how critical that is.

Mr. Abada: It is very critical, especially since this is the largest hub that we have in the district. Every time it goes down, just like we recently experienced, we have more than 20 schools going down. My team and I stayed very late making sure that the phone system came back. We would not want to leave until it came back up and running. Unfortunately, it did take a very long time. It was a Saturday morning.

Comm. Arrington: We should have heat sensors in these critical hubs. I know we talked about installing those. Did we ever do it?

Mr. Abada: The new system that we have is UPS and I have a temperature sensor reading. Unfortunately, we just recently put it in not even six months ago and we haven't gotten into that area yet.

Comm. Arrington: So it wasn't active.

Mr. Abada: It was not active. That's correct.

Comm. Arrington: In any critical hub we should have heat and water sensors active.

Mr. Abada: Yes. The temperature reading is my area, but there's supposed to be a facility temperature reading. This is temperature reading for my equipment. But at the location facilities is supposed to have their own temperature sensor reading. It's supposed to be on top of that.

Comm. Simmons: Ideally it should be at about 65 degrees. If it gets above that, then who gets the alert? Let's say it gets to 80 degrees. Who gets the alert? I'm not sure if it's facilities. What steps are taken?

Mr. Abada: It's an excellent question. It's not up to us to oversee the temperature reading in the room. There's an air conditioning that already has a reading in it.



Comm. Arrington: That's not the question. Servers produce an alert when it hits a certain temperature. Someone should receive an alert or email on their phone. Who is receiving those alerts?

Mr. Abada: There are no alerts. I don't have that alert. With the new UPS that we purchased if there's a piece in there. It's because of this reason that I want it implement. That's secondary. That's the technology piece. Those areas are not equipped with temperature sensor readings.

Comm. Simmons: I'm not sure how this gets addressed, but it is critical. From what I'm hearing, no one gets the alert. The room gets to 90 degrees and by that time it's too late. Everything is down.

Mr. Morlino: Two years ago we installed La Crosse temperature sensors in all the MDF closets, which give you a graph of all the temperatures every 15 minutes. It also gives you alerts. You had a high and low set point for those devices. There was a \$12 a year maintenance fee for them to keep them on a web-based system. What happened to that? I don't know. I'll look into it, but the alerts should go to the people who service the equipment. Just because the temperature goes up doesn't mean a system has failed. Someone needs to go look at it and see exactly what the problem is.

Comm. Simmons: Actually, it does. If the room gets to 90 degrees...

Mr. Morlino: It could be a circuit breaker. It could be part of their server equipment. It could be a number of things. Someone needs to look at it. That was not something that we were doing in the MDF closets. We installed the equipment and we had the sensors. I don't know how it's been maintained or if it's still functional. We brought one for every single MDF closet.

Comm. Castillo: Just to keep us all on task, we should have a committee meeting. I know these are a few of the issues, which is okay, but I think some of this stuff requires further conversation for the rest of us.

Comm. Simmons: Unfortunately, Madam President, it's extremely critical because the systems are down for 48 hours.

Comm. Castillo: I'm saying after this we can have a report on how we can stop it from happening again. There has to be ways after this is said that we can move it forward, after this conversation.

Ms. Shafer: Steve, if you can check them out and then let me know if they're still working or they're not transmitting over to these guys. I don't know if they get it on their phone. Is it an email?

Mr. Morlino: It's an email or an alert through the cell phone. I'm not sure of what the status is.

Ms. Shafer: Check it out and then let me know what we need to do going forward. We have to get this done quickly.

Mr. Morlino: In general, the MDF closet at Eastside High School is very constrained. It's very tight. It's packed in there. There isn't a proper UPS system in there. There isn't a proper temperature control system. There's no backup generator. Some of those things really need the room expanded or relocate that equipment to another

location. It's really not a very conducive environment to that system that's in there that covers the majority of the district.

Comm. Redmon: Why weren't we monitoring? If the equipment was working the Board should have had updated information saying that these needed to be updated or replaced. Right now when we look at most of the infrastructure of our buildings, we don't have a stock inventory to tell us what's being done or not being done or things that needed to be updated or changed. We have no written inventory. This should be occurring as we go along. When I sat on the Board the first year we asked about the temperature. I know because I sat on technology at that time. We still don't have updated information on how things are being done.

Mr. Morlino: We supplied a three-year plan with \$168 million worth of capital infrastructure and included in that is the MDF closet air conditioners.

Comm. Redmon: We understood that, but we also asked for the information about the lodge inventory or why things are not working. When we go to the SDA, we have some things that we can document. We have no documentation. Even though you just did your plan, it's not documented. We can't tell you how many times things fail because we don't have anything documented.

Mr. Morlino: We can run a work order on how often this failed. I wasn't aware that it failed last week. Again, we have people who come out and fix it.

Comm. Redmon: Technology is out more often than a little bit. Our phone systems are down.

Mr. Morlino: I know my office is down quite often.

Comm. Redmon: As district employees we can't communicate. If anything happens parents can't communicate with the district. That also means that the Board members don't get emails on time. That's how we communicate with you guys through the district. We should have some kind of running log of what goes on. How many times can we complain that our technology is not up and running? We don't have that at all.

Mr. Morlino: What we can do is run a work order report. We do have that information available. If someone called to have something fixed, we have that information.

Comm. Redmon: That information should be provided to the Board because if we're documenting stuff and we're going back to the local control we should have something.

Mr. Morlino: We can provide whatever information you want in that regard. We have thousands and thousands of work orders in the systems.

Comm. Redmon: The work orders should be put out in an Excel sheet to make sure that we have the definite information that we need to move forward.

Mr. Morlino: We can run that report for you.

Comm. Redmon: When we're doing this, we want to make sure that we can either get the equipment that will be sufficient for our buildings that can hold the information we need. It's not just the district's infrastructure. It's also the city's infrastructure. Right now, if everything goes down and we have something traumatic happen in the city, the City of Paterson will stop completely. That's a problem.

Comm. Simmons: At this point you mentioned that the request was made for a budget for the AC units and we don't know where we are with that. It's extremely critical. They should be installed yesterday.

Comm. Hodges: Can we make that one of the goals in a timely fashion? That's a quick one too. I think we can add that to that list.

Comm. Arrington: In best practices those alerts should not go to emails. They should come to a phone. According to best practices, it should be a notification to the person.

Comm. Simmons: Preferably to multiple people. It should be a text message.

Comm. Arrington: In UPS we have technology that sends text messages.

Comm. Simmons: That should actually go to someone in technology, someone in facilities, and then it can escalate after that.

Mr. Abada: (Comments made away from the microphone and were not heard on tape)

Comm. Arrington: You want to start taking action in the first alert.

Comm. Hodges: Can you redesign the location and give it capacity so that you don't lose your equipment?

Mr. Abada: It's actually built into the system where it reaches a certain temperature and it shuts down. It's better that I'm aware of what's going on to make sure other equipment is equipped with that sensor reading so I can turn them off.

Comm. Simmons: What he's asking for is redundancy.

Mr. Morlino: There's no redundant air conditioning system. Typically, you have two systems that are both multi-stage. Even if one circuit fails you have three other systems that will operate. That room is not built that way. It was never designed that way.

Comm. Hodges: It's not large enough.

Mr. Morlino: It's a small room. At one point we did a design to enlarge the room and move the equipment, but it was never done.

Comm. Castillo: Even if we have a sensor that alerts the temperature, if the temperature is high and the air conditioning isn't there, we still have to shut it down.

Comm. Simmons: Daily there should be a redundancy in the equipment. It should be able to fall over into a different MDF.

Comm. Arrington: Typically, what happens is the temperature starts going up and someone will go to the room, ventilate the room, or put a fan in. There are contingencies you can put in place before the equipment fails. It's just being proactive.

Comm. Hodges: Can we develop new plans with the anticipation of replacing that unit somehow?

Comm. Simmons: Something needs to happen in the interim to make sure that room is kept cool.

Comm. Arrington: We have a couple of issues. We have MDF closets with flooding. There are a couple of things we have to look at.

Comm. Simmons: All MDF should, if possible, be on the second level in case of flooding. I'm not sure if we have flooding issues at Eastside.

Mr. Abada: We've never had flooding issues at Eastside.

Comm. Simmons: Those once-in-a-lifetime storms.

Mr. Morlino: The last flood we had in an MDF room was at Dale Avenue. A pipe broke and water kept flooding the system.

Ms. Shafer: Is it accurate to say even though we need the air conditioner we can't put it in there at Eastside because we don't have the room?

Mr. Morlino: You need a redundant system. We can replace the system that's there. That's what's being worked on. You need a redundant system. Even a brand-new system, if it goes down his equipment goes off until the room comes back to the lowest temperature. If you have a redundant AC system you will never have that condition.

Ms. Shafer: That money is in the budget.

Mr. Morlino: Not for a redundant system because we don't have the room to install it in that particular room. That's the problem there.

Comm. Hodges: That's why I'm calling for a redesign.

Mr. Morlino: It's packed with equipment.

Comm. Arrington: More importantly, I think we need sensors in there as soon as possible.

Mr. Morlino: I'll check on the sensors. We did put sensors in every MDF closet.

Comm. Ramirez: Mr. Morlino mentioned that sensors were put in and there was some membership fee. What happened? I think that needs to be investigated. Who dropped the ball? Did they stop paying it? What happened? The money went in to put these sensors in that we're not using.

Comm. Arrington: \$14 a month membership for a \$5,000 server.

Comm. Ramirez: Exactly.

Mr. Morlino: We'll look into it.

Comm. Simmons: It can get hot tomorrow.

Ms. Shafer: Steve, when will I know? Is this something I can know tomorrow or Friday?

Mr. Morlino: I believe we put 56 of those sensors in the district. We'll check them all and see what's going on. Was the renewal done for the web service? Have the batteries been changed? We'll check into that.

Ms. Shafer: Next week?

Mr. Morlino: The one at Eastside we can check tomorrow and see if that's working.

Comm. Simmons: Do we know what caused the last spike in temperature? Was it the circuit or the AC?

Mr. Abada: I don't know. When my technician went over there it was over 97 degrees. The first thing we did was just open the door and waited until the room cooled off and reached a certain temperature. The temperature reader is there.

Comm. Simmons: That room does have an AC.

Mr. Abada: It does have a reading of the temperate inside, but it doesn't alert.

Comm. Simmons: But there's an AC unit in the room? That's what I'm trying to figure out. Did it go down?

Mr. Morlino: I don't know if it went down. Usually something like that is called right to the HVAC department and they go out and repair it. No one told me that it was down and unrepairable. It may have gone down for some control issue or something that was fixed.

Comm. Hodges: Let's develop some sort of procedure on how we can handle this in the future in technology. We don't want to take up anybody else's time.

Comm. Castillo: I completely agree, Dr. Hodges. If something goes down because of overheating the fact that we don't know why it went down Wednesday is a problem. I need you to find out why if things are happening of that nature you have an entire district...

Comm. Simmons: We know why the system went down, because they had to be brought down. We don't know why the room got so hot.

Comm. Castillo: Correct. Was it the AC? By this point we should have a reason as to why. We can't tell if it's going to happen again this Thursday and Friday or next week. This is something that we should know as soon as possible to we can take the precautionary measures, especially on days like last week which were extremely dangerous. If something happens like this, I think that we should put all hands on deck as to why it's occurring. It's not just a window that's broken. It's an entire system that's down that we use to continue moving this district every day.

Ms. Shafer: Were you called at all, Steve, when it went down?

Mr. Morlino: Typically, I would not be called for a minor repair. If they went over there and it was a circuit breaker that had to be replaced, they replace the circuit breaker.

Ms. Shafer: Was facilities called at all? They were.

Mr. Morlino: And they responded.

Mr. Abada: They respond right away.

Comm. Castillo: They responded and the room got cooled, but still no one knows why it overheated?

Mr. Morlino: I'm sure the technician knows why it overheated. Whatever he repaired, we can look at the work order and see what was repaired at the time.

Comm. Redmon: If the technician knew, is there not a report that goes back to the superior?

Mr. Morlino: We get hundreds of work orders a day. The work order is responded to. It's repaired. The technician closes it out. He lists the parts on there that were needed, how much time it took, etc. Then it goes into a file, unless there's some reason for us to...

Comm. Redmon: With those work orders that you're talking about, they have a lot of time that they have to get there and to make sure that work order is closed. After that work order is closed there still should be documentation sent back to us of things that are occurring. We understand you have hundreds of work orders throughout the district, but we still don't have any documentation of what our facilities are looking like. You're saying you have this whole plan of work order stuff. You guys have it, but the Board doesn't.

Mr. Morlino: I report every month to the facilities committee the number of work orders. We do that. We can run a separate report, if that's what you want.

Comm. Redmon: That's what I'm asking for. Not the number of work orders that are being done. I want the details from the work orders that are being done.

Mr. Morlino: I have my technician on the phone right now.

Comm. Redmon: I'm asking for the details. You can have 5,000 work orders, but if we don't know the actual details of the work orders we can't correct them. We can't fix the problems with our infrastructures. We want to make sure that we have everything being documented so we can say we need this money for this and these are the reasons we need this money.

Mr. Morlino: We have all that documentation. That's not a problem.

Comm. Redmon: Just provide a little more detail on that.

Mr. Morlino: I can give you hundreds of pages of reports.

Comm. Redmon: That's fine.

Comm. Simmons: Ideally what will happen is, because the system was down, IT would do a root cause analysis. If the technician informs whoever is responding from IT the cause, then that can be included in the root cause analysis, why the room got hot or what the facilities technician did to cool the room down. That would be included in the IT root cause analysis. Then we'd have a record of what happened and why the room got hot.

Comm. Hodges: Write that as part of the report and then we get it.

Comm. Castillo: Thank you, gentlemen.

### ***Parent/Community Committee***

Comm. Castillo: Parent/Community Engagement has not met recently since the last meeting.

### ***Policy Committee***

Comm. Redmon: We have not met.

Comm. Simmons: We just had a meeting right here.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Discussion on the 2018-2019 School District Goals**

Comm. Castillo: As promised, let's move back into the district goals. We were going to pull it, but I promised that we were going to come back and if there was any other discussion or questions, we were going to discuss it. That's why we waited until after the agenda. As promised, I'm coming back.

Comm. Simmons: So that we include the IT part...

Comm. Castillo: What would that look like?

Comm. Hodges: That's what we discussed, pulling it and then sending it in.

Comm. Castillo: When I asked for that, Comm. Simmons said we are already here and we're getting the proper information. I extremely agree with Dr. Hodges right now. I want to make sure that we have a scheduled date when we're going to send this in so that at next Board meeting we don't have the same issue going back and forth now that we have the information that we need.

Ms. Shafer: Who is sending it to me and when?

Comm. Hodges: Wednesday?

Ms. Shafer: Who's sending it?

Comm. Hodges: I'll send it to you.

Comm. Castillo: This is being sent via email by next Wednesday the 14<sup>th</sup>, correct?

Ms. Shafer: That's going to replace the chronic absenteeism goal 3.

Comm. Simmons: And add the technology/facilities piece.

Comm. Castillo: Correct.

Ms. Shafer: You're going to send me that, too?

Comm. Hodges: I'll send you all my concerns and issues with the changes that I suggested.

\*Comm. Capers enters the meeting at 9:15 p.m.

Comm. Castillo: Can you send the final copy to us by Monday so we can reread it and make sure it makes sense?

Ms. Shafer: I just want to be clear. Whatever was discussed everybody is in agreement with changing, all the goals? For goal one everybody knows what the changes are and they're all agreeing to it? I just want to be sure because we're going to prepare resolutions and we're going to be sitting in the same place we are tonight.

Comm. Castillo: That's the thing. If we don't agree on what the changes are, she's going to send a final copy on Monday and we're going to want to change it all over again because there are nine of us. Going into goal one, we wanted to change it to maintain?

Comm. Simmons: Maintain the increased enrollment percentage.

Comm. Castillo: Then we're changing student achieving a qualifying score of 3 or greater by 25%.

Comm. Hodges: I said it should go to 10%, unless the Superintendent anticipates a substantial hardship due to the date.

Comm. Castillo: Students achieving a qualifying score of 3 or greater by 10%? I just want to go down the line so at least we agree and we're not going back and forth next week.

Ms. Shafer: What I have for one is maintain increased enrollment achievement and teacher capacity in advanced placement courses, and then increase in enrollment by 25%.

Comm. Simmons: The actual enrollment in AP courses actually doubled. It was actually at 100%.

Comm. Castillo: We did the enrollment of 100% and maintain it. Are we okay with increasing the course offerings by 30%, and students achieving a qualifying score of 3 or greater by 25%?

Comm. Simmons: I don't think we discussed that. 11 additional students actually passed.

Comm. Castillo: 25%. Number two - increase by 5% the number of students meeting the performance indicator in ELA and mathematics in New Jersey student learning assessment.

Comm. Hodges: 8.5%.

Comm. Castillo: So we're getting rid of goal 3. Let's jump down to goal 4. Increase student high school graduation rate by 2% for the 2018-2019 school year.

Comm. Hodges: That's where I had concerns.



Comm. Castillo: How about just a suggestion?

Comm. Hodges: That's what I'm really concerned about more than anything else. That's what we get knocks for. I really wanted to hit that harder. Go to 7%.

Comm. Castillo: Now it's starting to sound like a lottery.

Ms. Shafer: 7%?

Comm. Hodges: Yes, as opposed to 3%.

Ms. Shafer: So we're going to go from 87% to 94%?

Comm. Hodges: Go to 3%. Is the percentage of portfolio a different issue?

Ms. Shafer: Yes.

Comm. Hodges: That's what I want.

Ms. Shafer: It's part of goal 4, but we still have to hit it.

Comm. Hodges: That's right. I wanted to go lower.

Ms. Shafer: The graduation rate we're going to leave at 2% and we're going to decrease more the portfolio.

Comm. Hodges: Yes. I'll take that.

Ms. Peron: Decrease the number of students graduating via the portfolio process. We had said 3%.

Comm. Hodges: Right.

Ms. Peron: You want that to be...

Comm. Hodges: 5%. I'm bowing to Mr. Ramirez who is very tired. 6% is more appropriate.

Comm. Castillo: Then we're going to add that technology portion for the fourth goal.

Ms. Shafer: And ADA. We're going to have instead of four a five. Dr. Hodges is going to send to me by Wednesday the IT and the ADA, specifically the ADA with the elevators.

Comm. Castillo: I just want to be cautious that when we sat with NJSBA she said five goals is too much. She said three goals is what you do, with a maximum of four.

Ms. Shafer: We can do it, just don't make it a goal.

Comm. Castillo: We have to be reasonable in what we ask for.

Comm. Simmons: I think his point was to add it as a goal because it's reachable in a short time.

Ms. Shafer: Send it to me by Wednesday. If I don't get it by Wednesday, could you put a late sheet on top? Thank you.

Comm. Hodges: I'll bring it to you personally, as you know.

Comm. Castillo: I love that. We're all good on that section.

## **OTHER BUSINESS**

**It was moved by Comm. Hodges, seconded by Comm. Ramirez that the Board goes into executive session to discuss:**

1. Litigation: Settlement with Horizon Link, LLC
2. Lawyer Client Privilege/Contract (Robert E. Murray, Esq.)
3. Personnel

**On roll call all members voted in the affirmative. The motion carried.**

The Board went into executive session at 9:20 p.m.

\*Comm. Ramirez leaves the meeting at 9:45 p.m.

The Board reconvened the meeting at 9:59 p.m.

### **Resolution No. 16**

Resolved to accept the settlement agreement from surety, Bondex Insurance Co., on behalf of Horizon Link, LLC, in the amount of Thirty-Thousand Dollars (\$30,000.) for Horizon's default on transportation contract per Bid #529-19 for 2018-2019 routes. The Release and Assignment, executed by Bondex Insurance Co., and Horizon Link, LLC shall be signed by the Business Administrator and maintained on file with the School Business Administrator.

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

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

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- 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. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

## **OTHER BUSINESS**

Comm. Martinez: I just wanted to put the notion here to a discussion. After having some conversations with some scholar athletes and coaches in the district some want to revisit the notion of rescheduling the Eastside/Kennedy football game from the actual Thanksgiving Day that is scheduled for now to the Wednesday right before. The thought process behind it was there's a half day for the scholars that day followed by a pep rally immediately thereafter, which would lead nicely into the playing of the game all in the same day. As opposed to the half-day, the pep rally, everyone goes home and comes back the next day. It seems that coaches and players are in agreement with it, but I think it's only right to bring it to the attention of everyone here and open it up for a conversation if folks care to discuss that.

Comm. Capers: I do understand there's a holiday. It's been a tradition for 80 years and just to switch it arbitrarily like this because they think it's not going to be heavily attended. A lot of people traditionally still go. It's been a part of this district, town, and community. To change it like that because administrators and teams are not getting parents or students out is a bad move.

Comm. Simmons: I've been to the games for the last few years and they're actually not heavily attended at all.

Comm. Capers: Some people still attend the games. It's just been a part of the community for so many years. Just to change it, my vote is no.

Comm. Simmons: I think it's a shift in culture. There are some things that we just have to do differently. I think it will boost attendance. I actually think it's a good idea because players get to spend the holiday with their families.

Comm. Martinez: And the coaches as well.

Comm. Arrington: I agree with Comm. Simmons. I did some research and most districts are going to the Wednesday game. It's a trend.

Comm. Martinez: It makes sense tradition aside, which I value and I understand. The students are in school. They're going to go to the pep rally. Right from the pep rally they go to game. They're going to be there, as opposed to going home. There were more folks in the band of the opposite team than there were fans sitting in the stands. Their band outnumbered our fans. I'm not trying to sound funny. That's pretty bad. It's something that coaches, the players, and the families of the players would like. The last couple of years when I have gone to these games there was no one there.

Comm. Castillo: I do agree with tradition and I know we've had it since before I was born. We had these games at the end of the day. We want the best for the students and I think we need to bring them in and the coaches. Ultimately, they're the players. As long as they're happy, they're the athletes. If we can have a turnout for Wednesday night and they will be more excited to do so, I think before we make a decision as a Board we need to speak to the athletes and coaches and see what they feel. It's not about us and what we think of tradition. I have always remembered it and I used to go all the time. My cousins used to play. Every Thanksgiving morning I was there. But if things have shifted and the athletes who are in this game would want to change it, I think it's a conversation that we need to have with the Superintendent. It's their show at the end of the day.

Comm. Simmons: I was going to actually touch on that because I have had conversations with coaches and players who have approached me about trying to push it to a Wednesday night and make it a homecoming game, as opposed to what we used to have, a homecoming king and queen. You have a whole program around that day. It's like Comm. Martinez was saying. You have a pep rally, you have your students here and you do everything on that day.

Comm. Capers: These are all good ideas. I know the majority of Eastside coaches are not from this community so they really don't understand the significance of how long this has been here. The Kennedy staff is 99% from Paterson. A lot of them played in the game. For them to just change it now I just don't see it when they never talked about it. I do agree with all you guys in terms of how many parents we talked to. It sounds like it's an administration thing. I'm talking about the principals and the athletic directors trying to make this decision. We didn't hear this from parents or students. This is just a game that everybody looks forward to. If we're going to go forward next year and try to do this because we're only a week away from the game, I agree with that, but just to do it two weeks before the game is not a good idea.

Comm. Redmon: Did we start advertising for the Thanksgiving Day? If we advertised for this game and everybody is expecting to have the game on Thanksgiving Day, that's not fair to the public. We haven't? Then we still have open discussion. We can get together with both coaching staffs and the students.

Comm. Arrington: I agree with Comm. Capers, but we did have a community forum and we had three parents there. We had more administrators. We were giving opportunities to the community to voice their concerns.

Comm. Simmons: The notion that we're getting rid of a tradition, the tradition is still there. It's just the night before. The game is still taking place. The tradition is still

there. I think there is some added value when you have a homecoming king and queen.

Comm. Castillo: I agree.

Comm. Arrington: Just one more thing. I spoke to one of the coaches today. Now the kids are home and you have to get them back to school. Typically, the kids are at the school for a game and they're there. Now we have to get all the kids back to the school for the game. That's one of the challenges that they had.

Comm. Redmon: I remember because I was a part of the teams at Hinchliffe Stadium. We can start building our music program around the game. We can start bringing back the band. We can start bringing back homecoming kings and queens for both schools. They can both be featured at the same time, instead of having separate homecoming games for both schools. You're showing community unity here. Right now, we don't have a sport that shows community unity.

Comm. Simmons: I was going to add if we're going to have a conversation it needs to take place by the end of this week.

Comm. Castillo: Absolutely.

Comm. Schutte: I just wanted to make sure we had this conversation soon. Regardless of what the community as a whole is looking forward, the students are our priority. If they feel they don't want to play on Thanksgiving and they'd rather have it a different day, then I want what they want.

Comm. Castillo: I agree 100%. Is there any way that we can reach out just to make sure? I don't want to say just change it.

Ms. Shafer: We can reach out to the principal of operations and the athletic director and they can take a poll with the coaches and the players and we can get you the numbers.

Comm. Castillo: Madam Superintendent, can you reach out to the coaches and principals and make sure that we get the information of what the students are looking for. Have them come up if they want to have that discussion as well. We can have the community input. I think we can put it out there and if that discussion is going to be had that day, we can move forward from that. If everyone is on board to have it on Wednesday night, if the students are on board, I'm happy with that. A program around it I think would be great. It's not about us. It's about them.

Mr. Kemper McDowell: What's the rush?

Comm. Castillo: Because Thanksgiving is two weeks away.

Mr. McDowell: In two weeks people are in college trying to come home. What's the rush of doing it two weeks before Thanksgiving? Is it more cost-effective or something?

Comm. Schutte: How are we going to ensure that we're getting feedback from the students and not necessarily the coaching staff? They might be on the same page and they may not. I just want to make sure that we get the accurate information.

Ms. Shafer: I'll ask the principals and the coaches to have the students sign a list of all their names and yes for Wednesday and no for Wednesday.

Comm. Simmons: Just to clarify, when we're talking about students, are we talking about the players?

Ms. Shafer: The players and coaches. Before we cause havoc anywhere, I think we should just decide are we going to do it this way. Are we going to put it out there on social media or in the paper and have problems? I just want to be clear because you know what's going to happen.

Comm. Castillo: Commissioners, I think we need to give the Superintendent the opportunity to speak to our students and then we can go from there. Don't jump the gun. Let the information come from the students first. Let's not get the community riled up. Let's not put it on the newspapers. Let's not make students feel guilty for wanting to change it to Wednesday. That's the idea. Comm. Capers, we're having one meeting and you have said about putting it out on social media. We're saying we don't want to make the students feel guilty for wanting to do this.

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

The meeting was adjourned at 10:13 p.m.