

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

October 3, 2018 – 6:45 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. Nakima Redmon, Vice President  
Comm. Jessica Schutte  
Comm. Kenneth Simmons

Absent:

Comm. Joel Ramirez

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

Comm. Redmon read the Open Public Meetings Act:

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

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

**Workshop Meeting  
October 3, 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 everyone. I want to thank you all for coming out this evening. We do have a few presentations to go through so bear with us. If all presenters can make sure to keep their presentations to a good time because we want to make sure we go into public portion. We don't want the public and the kids to be out here too late on a school night.

## **PATERSON READERS, PATERSON LEADERS**

Ms. Shafer: I'm going to ask any children in the audience to please come forward. We're very happy to see the five of you here and we're going to ask Mr. Eric Crespo to come forward. We want you to speak into the microphone and tell us your name, your grade and what school you go to. Once you do that, you can go to the back and you get to pick a book and take it home. But make sure you read it!

1. Jedai Rodriguez, 6<sup>th</sup> grade, School No. 2
2. Ezra Rodriguez, 4<sup>th</sup> grade, School No. 2
3. Jaden Rodriguez, ? grade, School No. 2
4. Arianna, School No. 16
5. Liz Schutte, 8<sup>th</sup> grade, Paterson Arts Charter School

Ms. Shafer: Again, we want to thank you for coming and make sure you get your book. You can also sit in the back where it's quiet and start reading.

## **ANNOUNCEMENTS**

Ms. Shafer: This has been an exciting week for us and I want to share it with the community. We received a Full-Service Community grant for \$2.5 million. It's a five-year grant for School No. 2 and John F. Kennedy High School. I just want to ask those that I call your name to please stand. A lot of folks worked on this and it was a lot of hard work. We have a grant writer who helped us. Our Deputy Susie Peron, our partner Rosie Grant, Felician University, Oasis, NJCDC, our Director of Full-Service Community Schools Jenna Goodreau, and our Executive Director Kemper McDowell did an outstanding job. Thank you all. I'm also happy to announce that School No. 28 won the National Blue Ribbon School Award. This is the first time in 36 years that a Paterson school has won this distinction. Congratulations to Ms. Nancy Castro, all of her staff, vice principals, and Assistant Superintendent Cicely Warren for all of her efforts. The Paterson Police Chief, Troy Oswald, came to see me last week. He has a new drug prevention curriculum called LEAD. We met with the principals and actually they wanted us to have only four schools to pilot this year and we had something like 14. Instead of just having the four pilots we did take five. That program is going to be a good program for two reasons. One, as you all know, the opiate use is out of control and it's much different now than when we had the DARE Program or Just Say No and things like that. It's more to talk about what students can do differently to have a great future and a great life and not be going towards drug use or the temptations that come with it. It also is going to help our students build better relationships with the police. Also, this week Rosie Grant with PEF received a \$100,000 grant. This is a partnership, not only with the PEF, but with First Lady Sayegh and the Paterson School District. This is all about getting students reading on grade level. It comes at a great time when we have our new k-5 reading program. The Deputy Superintendent, the Chief of Staff, and I met yesterday about a program called Female Aviators Sticking Together. It's about offering our high school female students the opportunity to be future pilots. Out of 180,000 commercial pilots only 5.1% are women. It's time to move on. We're in the early stages of talking about this. We have an aviation course at PANTHER Academy. It is something we're interested in and we'll keep the Board and the community apprized as discussions continue. Today we had a great opportunity to tour the district with the new SDA Director, Lissette Delgado Polanco. On that tour we went to some of our new SDA schools to show them and tell them we appreciate their work and what it provides for our students. We also took them to some of our schools where the inequity is tremendous. Once you look at School No. 16 or Dr. Hani Awadallah and then you go to School No. 14 or School No. 17 where you can't turn on more than 20 computers at a

time because of the electricity and they can't have air conditioning, some of those schools are over 100 years old. It was an eventful day. Some of our Board members were with us. Some of our local politicians were with us. We really want to push hard for the SDA to give Paterson what it deserves, and that is more new schools for our students. We are hoping to continue that conversation with them. It was well-received. It was eye-opening for them to go from School No. 16 and then go to School No. 14 and Urban Leadership Academy. They see the inequities, depending on where you live the school that you're able to go to. We're going to keep pushing now that they saw what our needs are. They only saw a little snippet. There are a lot of needs, but we wanted to make sure they saw that. My last announcement is that the First Lady of New Jersey will be visiting in Sunday, October 14 from 2:00-4:00 at Senator Frank Lautenberg School. She will be talking about raising families, raising children, fetal alcohol syndrome, and things like that that have to do with having children that are healthy. She will be here on October 14 from 2:00-4:00. That concludes my announcements and we will now move into our reports.

\*Comm. Capers enters the meeting at 6:51 p.m.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Discussion of Internal Audit Report Findings on District Vehicles**

Captain James Smith: Good evening. I'm here to report on the district audit that's done every 10 years or so on the district vehicles. As you know, I was in charge of transportation and vehicles last year. I inherited both. We were able to correct a lot of things and we're down to five findings. Two findings that Mr. Matthews was able to correct from the business office and the other three I'm in the process of doing with Emanuel. The first one has to do with an accounting of our vehicles. We have 71 vehicles and when I took over there were 104. We're down to 71 now because we got rid of some of the vehicles that were unserviceable and in excess of 20 years. They noted that we have two systems. We have our system in transportation where we accurately reflected the 71 vehicles and they also have the system in Edumet that's run out of the business office. It's just really a timing thing. They do it at the end of the year and we do it as we go forward. They wanted the two systems to mesh. When I informed Mr. Matthews, he was able to rectify that immediately, get the Edumet up to date to match our 71 vehicles, and we were able to complete that. The second finding was the vehicle logs were not always prepared. Auditors noted that all the logs maintained with the correct information, most of the information was submitted on paper, which presented a problem for us. They suggested, and I wholeheartedly agree, to go into an electronic database. I know Comm. Simmons would like that. One person at each location, whether it be facilities or technology, would be responsible for entering it and then submitting it to us rather than waiting for the pen and paper. When we have pen and paper a lot of times the information is not stored accurately. For example, some people went to a gas station and the attendant there writes down 123,456, instead of putting down the correct mileage. If they were to enter that at the end of the day, they can see right away and we pointed that out to the auditors. Do you see anything different with the 123,456 miles? They're all consecutive because the gas station attendant put it in just to get the approval. That's no excuse for us. We should have caught that, but I've only had it for a year. I'm in the process of straightening all that out. As you know, we spent a lot of time last year on transportation and we were able to save the district \$3 million from what we spent the year before by having done some things. Plus, I'm working shorthanded right now because I don't have anybody. I have to run around with five different hats to put this in. Number three, a sample of invoice reviews somehow had wrong odometer readings. However, the auditors will tell

you that not once were we mischarged for fuel or anything else. All the fuel which is recorded correctly by the pump was accurate. There was no monetary loss. There were just some mistakes in the odometer readings. We're not talking about hundreds of mistakes. We're talking about 30 or 40 mistakes, which is unacceptable anyway. After speaking with the Superintendent and the Business Administrator we came up with a system now where we can electronically enter everything and make sure that everything is correct. We brought that to the attention of the state and they agreed with us. I would expect them to agree since they suggested it. Number four, this is a finding out of the business office, but they were able to correct that also. When we get vehicles that are approved for leasing, we bring them down to the central stores location in our facilities department. They tag the vehicle, it's entered in there, but it doesn't always catch up in the Edumet system. They put it in their own system. Mr. Matthews was able to get them all on the same page now so as we go down there they're entered, tagged correctly, and entered into the Edumet system. That's why there was such a difference in the assets. It might reflect \$3 million as opposed to us having the \$2 million because we had the correct data. We have the invoices and everything stored in folders. It was just a matter of when they put it in. They've corrected that. We're going back to the same thing about filling out these sheets. Vehicle logs do not always have the required information. We are going to be making it manual now. We will be instructing, not just the driver, but anyone associated with, whether it be warehouse personnel or whatever. Let them know what the consequences are for failure to do it and also to put it into the electronic system. They made some observations that we were able to rectify. There were 22 toll receipts that they said totaled \$899 during the course of the year and they couldn't determine the vehicle information. I gave them an Excel spreadsheet once they gave me what it was and they were satisfied with that. I gave them all the information on all the vehicles, where it was, where it was fueled, what vehicle it was, what department it came from, the VIN number, and plate number. They got everything and we submitted it to them. That was corrected. Another recommendation was the disposal of the excess vehicles, which we do now on a constant basis. We had over 100 and now we're down to 71. As vehicles age, we're able to replace some of them, whether they be facilities, technology, or buses. We started that program with the two buses in the back. Already with those two buses we have approximately 30,000 miles on each one from taking the tennis team, different trips, and using them for new teacher orientation. We constantly use them. In addition to that, we had routes this year that we worked in conjunction with Mr. Matthews and Ms. Vainieri. Two vendors we weren't able to supply routes with. They were less than 29 because those buses accommodate 29 students, so we were able to supply that route until we got the vendor. We were able to take care of that problem. Another recommendation was that the practice of using district staff to drive Board members to various locations should be continued. They have a state statute that says that we are allowed to lend them vehicles, provided the Superintendent determines it to be an authorized use. Or they can simply put in a receipt for Uber or whatever it is rather than us sitting for hours and waiting for people to be done with presentations or whatever it might be. They also asked, and this was interesting, our pool vehicles to do a feasibility study on purchasing and installing GPS tracking devices. We'll complete that by January, but we also have to get all the involved parties. The Superintendent wants to bring everyone together, whether it be unions or whatever, to find out how much these tracking devices are and what they would cost to install. It's not just the purchase of the thing. It's the installation too. We'll be doing a feasibility study on that. I'll take any questions now.

Comm. Arrington: Why do we have two systems? Can we eliminate one of them?

Capt. Smith: The one system we have is in Excel or Access system. It gives us more flexibility. The financial system, Edumet, is what they use to do our...

Mr. Richard Matthews: We track fixed assets through Edumet. We document what inventory we have over \$2,000. We do that at the end of the year.

Capt. Smith: Now he's corrected that to do that immediately.

Comm. Arrington: We can use mobile apps on the phone to enter in that data in real time versus paper and pen.

Capt. Smith: The decision has been made to go to the electronic format. Whether to do it via phone or some other thing, we'll have to sit here and discuss which is better. I'll do it any way you want. If you want to do it on the phone, Access, or in a shared drive, there are many electronic components we can use. We'll see what's best.

Comm. Arrington: Whatever it is, it has to be real time because if you wait until the end of the day or the week, it's not going to happen.

Capt. Smith: It has to be at the end of the day daily. You're right.

Comm. Hodges: I wanted to talk to both of my colleagues who are involved in electronics. Aren't there other ways you can do this with cards which automatically track all that data? You wouldn't have to worry about all this stuff.

Comm. Simmons: You're talking about what insurance companies do. I think what Dr. Hodges is talking about is something similar to what insurance companies use or what the state uses if you are caught with DUI. It tracks the data.

Capt. Smith: You're right there. You can put a breathalyzer thing. You can do that. However, the physical tracking of the vehicle would still have to be reported by mileage to the gas station attendant because you're not going to be able to read that off the vehicle. We have to put it in real time. Or, like Comm. Arrington said, if we had some type of mobile app we can do it live. I'll rely on your expertise for that.

Comm. Simmons: If you use some of the devices that insurance companies use, you actually can track the mileage automatically.

Capt. Smith: If you can give me the information on that I'll gladly look it up.

Comm. Hodges: You need to get the car started or open the vehicle. Everybody who has a card, you can't use the car without the card. Then you can track all the information on it.

Capt. Smith: That's a good suggestion. If you can give me the information on that I will gladly look it up.

Comm. Hodges: That was an engineering design spontaneously. I don't have the information. I was relying on them to do it.

Capt. Smith: That's a great idea. I just don't know it.

Comm. Redmon: Going back to what Comm. Simmons was talking about, it also tracks the activity, how you drive the vehicle, and the speed of the vehicles. Most insurance

companies do it. I know it's easy and available for us and it won't cost the district a lot of money for us to install them in our vehicles. You can just put them in there because they loan the devices to you. You put them in there and it will tell you if it was removed out of the vehicle and if the vehicle was tampered with.

Capt. Smith: Do you want me to check with our insurance carriers to see if they have it?

Comm. Redmon: Yes.

Capt. Smith: I can do that too.

Comm. Simmons: I have a question for Mr. Matthews. When you talked about the Edumet system and tracking fixed assets, can that be done monthly? Can it be done daily?

Mr. Matthews: As soon as it goes through a Board action, whenever we dispose of the vehicles, as soon as the action goes through pretty much the next day it can go into Edumet and be changed.

Comm. Simmons: I have another question about the fleet cars.

Mr. Matthews: I was going to mention something about the fleet cars. With certain companies you have to put the mileage in with the PIN code before you can fuel up. If you don't put the mileage in and the PIN code, you can't get mileage and the fleet car company automatically sends a report on the mileage for the VIN number and the PIN number. It all matches up together so you can't have those big gaps in miles. If we gas on Monday with 10,000 miles, then Wednesday you can't have 13,000 miles. It tracks your mileage with a PIN number and the VIN number as part of the whole service. I'm not sure. I have to research that. I was part of that before.

Comm. Simmons: What you're talking about won't allow you to put in an erroneous number.

Mr. Matthews: There are certain alerts that are in the system. If you gas on Monday and come back on Thursday and your mileage is 100,000 it won't allow it to go through. Companies have that service.

Comm. Simmons: There are a limited number of people with cars. Correct?

Capt. Smith: Yes.

Comm. Simmons: Is it possible to do like we do in corporate? I have an expense card but my name is on the card. It's not attached to a car, but it's attached to a person. Is that possible?

Capt. Smith: We have that now. We have a card that's assigned the vehicle. Then each person is assigned a PIN number. That PIN number is associated with the driver. We're in the process right now of redoing everyone. Say we have a plumber that was sick on Monday and somebody else uses his car. That person uses that car and they will be able to put a PIN number in and we'll be able to identify which driver filled that car up. It will satisfy what you just said.

Comm. Simmons: The card is attached to the car, but the PIN number is attached to the individual.

Capt. Smith: Correct.

Comm. Simmons: What if someone gets access to someone's PIN number?

Capt. Smith: Then that's the process of monitoring it. It would be the same difference if they had access to somebody's card. What if they switched vehicle cards? The possibilities are endless, especially from the line of work I was from. I know a million people that tried out different things in different ways. It's just a process of us monitoring it a little more closely.

Comm. Martinez: Currently we don't have any GPS tracking systems in the fleet?

Capt. Smith: No.

Comm. Martinez: There's software called Silent Passenger. Just look it up. It's a one-stop shop. It's really economic and effective, if you can just look that up.

Capt. Smith: Okay.

Comm. Hodges: I'm still troubled by that log situation. When were these last checked?

Capt. Smith: 10 years ago or better.

Comm. Hodges: I'm concerned that this wasn't noticed before over the course of 10 years. That's what's supposed to be important.

Comm. Capers: It's very alarming that we didn't keep logs on each of these vehicles. As director of the fleet department, did you know that there were policies put in place that each vehicle should have a log?

Capt. Smith: Yes, I did.

Comm. Capers: Why were there no logs?

Capt. Smith: Like I said, I had it for the last year and it was handled by five previous administrators before that. I was just in the process of cleaning everything up. It takes a little time. I had to clean up transportation and the fleet and I'm still in the process of cleaning it up. I can certainly give you examples, but I don't know if you really want to get into that.

Comm. Capers: Please.

Capt. Smith: Okay. We can talk open and honestly with each other, right? We've had people that have taken cars to Pennsylvania and other places for football camps. We never got logs back from those people. The point was that we reach a certain point where we say we trust that administrator going there. We know that he's doing the right thing. We don't check to see if he went out to Burger King at night with the kids. We can go on with examples forever.

Comm. Capers: Gotcha! That's misuse of vehicles and all that other stuff, but when you took over the position of director there should have been logs put in place. Are we now following this policy? When are there going to be logs put in the vehicles?

Mr. Matthews: It's scheduled on the date of completion for January 1, 2019.

Capt. Smith: We're going to do the electronic logs.

Comm. Capers: Starting tomorrow we have 71 vehicles and they're still not logged?

Capt. Smith: We have logs.

Comm. Capers: We have to account for every mile on that vehicle. We can't account for a single mile on any of these vehicles?

Capt. Smith: That's not true.

Comm. Capers: Because we don't have any logs.

Capt. Smith: That's not true. You can say that...

Comm. Castillo: One second. We're not just going to go back and forth. Let's just make sure we're respectful. I think we need to have a conversation in operations as well. We can go deeper into having these questions and bring it back. If we sit here going back and forth it might take us half the night. It's better if we settle this and maybe have some questions and answers for the next Board meeting.

Capt. Smith: We have 5,000 logs.

Comm. Capers: We can move that into operations. If we can get more information about what logs and processes we have in place I would love to hear that. It says the auditors noted 22 fuel receipts totaling almost \$900 for April that were not submitted, but not attached to a vehicle log. What is this?

Capt. Smith: I told you at the beginning. I don't know if you were here. You might not have been here. At the beginning I said we were able to give them an Excel spreadsheet and tell them which vehicles they were attached to, plate number, VIN number, year, and make of the car. We gave that to them once I was made aware of it.

Comm. Capers: Drivers in the fleet department take Board members to different locations and wait for hours. How many Board members used the services and how many hours in total did your department tell the state is being wasted?

Capt. Smith: I'll give you an example. We transported Board members down to the Tropicana in Atlantic City at two and a half hours and driving each way. Then going back three days later and picking up the same Board members two and a half hours each way when it could have been a lot simpler if we would have just given them a car, they took an Uber, or whatever. We gave them an example of going down to Trenton on a Friday night. The security officer had to sit for four hours and wait for the Board member to finish and bring them back instead of lending them the car. I suggested to just loan the person the car. I didn't realize what the statute was. They let me know what it was. We are permitted to lend you a vehicle for authorized use. Now that eliminates that problem.



Comm. Capers: Thank you for the examples, but how many hours in total? If we need to get that information later, I'd like to have it. Thank you.

Comm. Castillo: Just make sure you forward that information to us.

Comm. Simmons: I'm looking at the report, the findings, and the recommendations knowing that it came from the business office and you're short on bodies. It sounds to me that it would make sense to just put it back in the business office where they have the bodies to take care of the necessary work.

Capt. Smith: I respectfully disagree. I don't think so when you look at the amount of direct reports that go to the business department. Currently they're in charge of food service, facilities, and multiple areas. To give them something additional is just ridiculous. It's just a matter of getting back to full staff and taking care of it. Transportation was also with me at one time. My reward for saving \$3 million was for it to go to business office. We can take care of it. Whatever you'd like to do, I'll support. If you want to give it to business, facilities, or food service, that's completely up to you. Does it make any sense to me? No, it doesn't, but I'll be guided by what the Board thinks.

Comm. Castillo: Thank you. I think that's a further conversation we can have in committee as well. Thank you so much for the report.

Capt. Smith: Thank you for the time and thank every Board member for their input.

### **Assessment Data**

Ms. Shafer: Let me just let the Board know Jazmin Parra is on medical leave. The Assistant Superintendents and I&P are going to do the assessment results. You also have a binder in front of you that has all the data. They will go through the PowerPoint, but all the data is in the binder.

Mr. Eric Crespo: Good evening. Tonight we will review our 2017-2018 assessment results. This overview will be starting in third grade and going throughout the high school. The purpose of the state assessments in grades 3-8 and high school is to see where the students are in terms of grade level as they're compared to the state and to some of the states in the nation, whoever is participating. Also with some of the other assessments, especially when it comes to the high schools, there are opportunities for scholarships and college credit, which we'll discuss. The different assessments that we will cover today will be PARCC for language arts and mathematics and NJSLA for science. This year that was a field test. There will be no data to report in our science. Access 2.0 is for bilingual. Dynamic learning maps for students with special needs. PSAT, AP, SAT, and the ACT - the ACT is another assessment where we will not have data at this time. We're still awaiting some scores.

Ms. Sandra Diodonet: Good evening. In front of you, you have the comparison of Paterson Public School students that were tested from 2017-2018. Further analysis is needed to determine the reason for the decrease. Is it a result of exemptions, refusal, or lower enrollment? The next slide shows you the levels. The PARCC is scored by levels 1-5. Level 1 is not yet meeting the expectation to Level 5, which is exceeding the expectations. We want our students to be on levels 4 and 5. As you can see, changes in levels 1 and 2 are the only time we're going to say yeah besides chronic absenteeism where we like the numbers that are low and in red. If you look at levels 4 and 5, there was an increase in all grade levels except grade 9 in English language arts.

Ms. Cicely Warren: In the next slide you will see the number of valid scores for mathematics. You will see that there's an overall decrease of 160 valid scores for the district, whereas in some grade levels there's an increase in valid scores. It varies. I'd just like to point out that in algebra 1, for example, there are a myriad of factors that could account for the decrease in valid scores, such as students taking the PARCC for algebra 1 in the previous summer, which was not previously an option. This would result in fewer students actually sitting for the exam last spring. Additionally, we use multiple measures to identify students to take algebra 1 in eighth grade to ensure that the students were actually ready and prepared to be successful when taking that course. In this slide you will see the comparison in levels 1 and 2 from 2017-2018, as well as levels 4 and 5 from 2017-2018. As my colleague said earlier, we want to see red in that column for levels 1 and 2 and we want to see green for the levels 4 and 5. You'll see that in six out of the nine tested grade levels it is in fact green, showing an increase in levels 4 and 5. Please note again for eighth grade that is not representative of all eighth grade students because some of our eighth graders take the algebra 1 assessment. I'd also like to note that typically in previous years we've seen lower levels of 4 and 5 for grade eight because our more advanced students go on to take the algebra assessment. But last year we actually saw an increase in this area. That's good news. We're moving in the right direction.

Ms. Diodonet: Next, we're going to see the district and state comparison by grade levels. We do see that we need to move some students from the 3 to 4 and there's a growth in certain areas in different schools. Our PARCC analysis that's being done by our supervisors will show you that certain schools do outperform the state. For example, in grade 8 Don Bosco in meeting and exceeding the expectation are at 16.4 and Roberto Clemente is at 40.8. That's just to name a few schools where the outcomes are above the state.

Ms. Warren: I'll move on to our ELA proficiency levels. We're actually going to model some of the analysis that's occurring now at the school level with our principals and our content area supervisors. We should be at slide 13 if you're following along in your handout. What is displayed is the performance level of 4 and 5 for each grade by school in 2016-2017 compared to 2017-2018. What we've circled is what principals and supervisors are looking at in our schools. We're looking at the students as a cohort as well. We just pointed out some interesting data points. Of course, further analysis is being done, but if you look at School No. 3, for example, in grade 3 in 2016-2017 you'll see that the students achieved 4 and 5 at a rate of 18.2%. That same group of students demonstrated 4 and 5 level proficiency at a rate of 36.6%. If you look at these students as a cohort, that gives you a different way of interpreting that data. Also at School No. 6, if you look at grade 4 in 2016-2017 they achieved 4 and 5 at a rate of 11.4%. That same cohort of students was at 4 and 5 at a rate of 20.3%. Lastly, School No. 8 grade 6 scored at an 8.3% proficiency of 4 and 5. That same cohort of students was at 31.4%. If we look at School No. 10 this is another interesting data point and this has implications for staffing and professional development. The third-grade students were at a 17.2% and next year that same cohort of students was at 0% in terms of scoring levels 4 and 5. Lastly, School No. 13 grade 7 was at 35.1% for levels 4 and 5. That cohort of students the next year as eighth graders was at 25.7%. The questions principals and supervisors are asking themselves when looking at the data this way is we're comparing apples to apples. We're looking at how those children are growing or regressing as a group and can we attribute those results to staffing. Was there a vacancy? Did you have the strongest teacher there? Do we need to provide additional support for the teachers or perhaps different interventions for the students? We have the same data here for English language arts literacy. We would do the same analysis

as I modeled on the previous slide. We may also ask when we have areas where the students are high achieving. For example, School No. 19 on grade 4 was at 93% at levels 4 and 5 last spring. School No. 16 was at 60% for 2017-2018. School No. 25 in grades 7 and 8 were above 50%. We'd ask the same questions. What is the capacity of the teachers who are there? Are there best practices that we can replicate? Did you have a full-time teacher there for the duration of the year? We have to ask ourselves looking at the trends what the data is telling us and what are the next steps.

Mr. David Cozart: If you look at slide #16 you will see our secondary data, which are the high school results. You will see that we have the same process with the cohort. For 2016-2017 you will see one correction when you look at CAHTS. You see they had 10.7% and in 2017-2018 they went to 13.0%, which shows an increase in the cohort for that component. Other schools such as Information Technology as well as HARP Academy have shown moderate increases. If you look at the red, we're still in need of progress. Staff members are being in-serviced by the content supervisors as well as receiving trends from the data coaches that some schools do have to review the data. They also have interventions put into the high school levels to help address our student needs.

Ms. Diodonet: Before you had the mathematics scores levels 4 and 5 by grades, as well following the same principle. We look at School No. 5 in 2016-2017 and the third graders were at 23.1%. That same cohort of students in the fourth grade went up to 48.1%. At School No. 7 in the sixth grade in 2016-2017 were at 9.8% with levels 4 and 5. Then when they moved over to the seventh grade it was at 22%. School No. 9 in grade 3 they were at 36% in 2016-2017 and then that same cohort of students went down to 23.8%. At School No. 12, if you look at seventh grade, they were at 4.8% and then in the eighth grade they zeroed out. An analysis regarding the gains of the cohorts and the regression needs to be made and that is being conducted. Again, the things that we need to consider is staffing, vacancies, maternity leaves, medical leaves, PD needs, curriculum, pacing, are teachers following best practices, and is the instruction being monitored. All of this is being taken into consideration. It's the same thing for School Nos. 14-29, following the same principle. If you look at School No. 25, they went from 15% in the third grade and in the fourth grade they were at 27.4%. If you look at School No. 16, they went down a percentage point. In the third grade they were at 8.2% and when they moved over to the fourth grade they were at 7.2%. If we look at Alexander Hamilton, they went from 46.6% in third grade and then in the fourth grade they were at 51.5%. It's the same if you look at Roberto Clemente. They went from 36.5% in 2016-2017 and in grade 4 those same kids went up to 40.8%. Again, we need to look at best practices. Do they have teachers that have a certain skill set that they can share? What practices are they doing in the classroom? How is the curriculum being monitored?

Mr. Cozart: Please turn to page 20 and we will review algebra 1 assessment scores. You see in algebra 1 it starts off at School No. 2 going through Norman S. Weir. It contains and represents our grammar schools. We had 20 schools that participated in the algebra 1 program. Of the 20 schools, you had 12 who have shown either moderate or significant increase. You will see that our eighth-grade students are currently outperforming our high school students in algebra 1. At the high school level we have seen very little increase regarding the scores. You see five schools out of 14 have shown increase. In algebra 2 we have six schools who have shown increase and in geometry in seven schools. The key component is why are the eighth-grade students performing in algebra 1 in the high schools? That's one of the conversations we're now having with the math department to figure out what strategies and what best practices they are using in grade eight that can transfer over to grade nine. The students in grade

eight who are taking algebra 1 are not all coming to us for high school for grade nine. Therefore, what are we doing in grade eight to help the students be more successful and how can we transfer it to grade nine? That conversation is now being had between the secondary math department as well as the elementary supervisors. We are expecting great results in the very near future.

Comm. Hodges: Have you looked at whether those students who are in grade eight and doing better go on to ninth grade? A portion of them might not go on to ninth grade. They may go to other places, which leaves us with kids who aren't passing or who are not taking algebra 1 at that level. We lose that cohort.

Mr. Cozart: You're absolutely correct. That's why we still want to see what best practices our eighth-grade students are receiving in comparison to the ninth-grade students. Therefore, we have to have that conversation. For a long time we had the elementary supervisors by themselves and the high schools by themselves. Now they're coming together to have that conversation. We need to find out what's actually working for the whole. We have to have those best practices conversations between eighth and ninth.

Ms. Warren: We did a cohort analysis of sorts when we looked at the previous results, but it was illustrated a little more clearly in the following slides. If you look across the bottom where you see 2016-2017 and 2017-2018 on top for ELA, that is reflecting the levels 4 and 5. But if you look at the color-coded boxes, that is actually comparing the cohort and its growth from year to year. For example, that 28.6% for grade four, when we move over to the next column and you see the yellow box there, that's the same group of children. It's the same thing underneath for mathematics. Overall, district performance for ELA in grades 3-8 is up 3.6% and for grades 9-11 it's up 1.4%. For math in grades 3-8 overall performance is 1.7%, but for 9-11 it is down .1%. It's clear that we have a great deal of work to do in terms of articulating best practices from one grade level to the next and vertical articulation in general. While we know many of our high achieving students may move on to schools outside of our district for ninth grade, we still need to articulate best practices from one level of education to the next.

Ms. Diodonet: The following slides are regarding our subgroup comparison by grade levels. Grade three we have the difference between level 4. You can see that's all green there. We move on to grade four. We see that our English language learners went down 0.4% and our 504 plan students went down -4.6%. You can be on a 504 plan because you fell off your bike and broke your arm. You have certain accommodations as well. The numbers vary as well by grade level. If you look at our males in grade 5 went down 1.7% and our students with IEPs went down -1.5%. In grade six, we're all green. That's on page 30 for you. In grade seven we have a -3.6% with our white subgroup. We have to bear in mind that these may be our newcomers from Syria or Turkey, but they must take math even though they're here one year. That's a possible reason why. Obviously, we have to do analysis. I need you to put on your hats and travel with me to Russia and I need you to take the seventh grade PARCC test over there, if they have one, without knowing the language or only being there for a year. It's kind of the same effect. I'm not making any excuses, but being relatively real. If we look at eighth grade, our African American subgroup is -3.7% and then again our 504 plan is 6%. Again, we need to know why.

Mr. Cozart: Grade nine language arts shows at the high school we're still in need of improvement. You see our female students have shown an increase and so have African American students. What's more important is when you look at our subgroup with disabilities they also have shown an increase. That's grade nine. When you turn

the page to grade ten, you see every subgroup is showing slight increases. What we need to do is continue that process because in grade eleven we start to see that our subgroups such as the English language learners, students with disabilities, 504, as well as our white students are all showing a decrease from grades ten to eleven. We have shown growth for grades nine to ten, but then we start going backwards for grade eleven.

Ms. Warren: The analysis that you saw for the subgroups in ELA is replicated here for math and we begin with grade three. You'll see that our subgroups are demonstrating an increase in growth from varying levels to 9.3% with our students who have 504 plans near the bottom of the slide, to 0.7% from our male students. Our female students are showing a decline of 1%, .3% for Hispanic students, and our economically disadvantaged students at 0.2%. Bear in mind that one student can be in multiple categories here. There are some instances where one child is being counted over and over again. You have to keep these data points in perspective. We have a lot of data, but the key is we have data and now what? That's the important work that needs to occur. You'll see the trends for grade four as well. Our ELL students in grade four and our students with 504 plans for mathematics you'll see that there's a decrease from the previous year. Please note we're not necessarily talking about the same children. This is not a cohort analysis. We're really comparing apples to oranges and looking at a snapshot of fourth graders and fifth graders. It's the same analysis for grade five. In grade seven when we look at our mathematics we'll see that our young ladies, as a subgroup, are where we see a decline. We don't really see that in our other grades at the middle school. African American students are at -1.6% and our students with IEPs for seventh grade math are at -1.7% while we're showing growth in other areas. As was stated previously, our 504 plans can happen for long term medical issues that have an impact on education or an emergency such as an accident or such. Accommodations need to be made for the PARCC administration. This is our eighth-grade subgroup performance.

Mr. Cozart: In grade nine algebra 1, you see that our female students, African American, Hispanic, white, 504, as well as economically disadvantaged have shown increases, while our male, English language learners, and special education students have shown a decrease in the results. When you look at algebra 2, it shows that all subgroups are in need of improvement. The students with special needs stayed the same. When you go to geometry our male African American and 504 students are the only categories where we showed a positive increase from 2017-2018. Again, the math area is the area of concern for high school and we have put in place mechanisms to start addressing this on a more thorough basis. Conversations are happening as well as new resources have been added to the curriculum, which you will hear about later on.

Mr. Crespo: Once we receive the PARCC data our supervisors and directors take a deep dive into it. From school to school there's a variety of different needs. While we do look at district trends, we also need to look at the individual schools because of the differences. When we do our dive into the data we look at it by school, by grade level, and by each individual standard. Where are we with that standard? How do we struggle? How does that align with the curriculum? How does that look in lesson plans? Last year, and it will happen again this year, every school received a report for each individual grade based on their own data. That work has begun. Once we do the analysis we bring in principals. We report our findings. We actually work individually with the principals on what we found, the direction we need to go in, and some of the different strategies that can be implemented to help them get to the next level. After that, we follow through with learning walks, visitations and different types of lesson plan

reviews. We identify model classrooms. Before when we were looking at the data we identified schools where we saw jumps of double digits from one grade to another of the same cohort. We take a look at what's going on in that class. Is that somewhere we can take other teachers for a visit? Next slide is just an example. I know last year we did present on it, but it just shows you where we were with that standard, how the standard is assessed, what unit we saw it in, and did we meet district and state standards with other states that are still participating in the nation. Finally, we always ensure that our curriculum is aligned. You want to teach what's being tested and test what's being taught. This always is a great example for us to have checks and balances to understand where we are, where the assessment is, and if we're going in the right direction.

Ms. Diodonet: Next we have our Access for our English language learners and other tests that our students take. It's the 2.0 version. You will see this assesses our English language learners' reading, speaking, writing, and listening skills. You will see that there was a slight increase from 2017 to 2018.

Comm. Hodges: When you say English language learners, do you mean students who are taking bilingual programs? Or is there a subgroup of students who aren't taking bilingual?

Ms. Diodonet: They are considered a subgroup.

Comm. Hodges: Which one?

Ms. Diodonet: What do you mean which one?

Comm. Hodges: I gave two examples. You have students who are taking bilingual courses and you have students who aren't taking bilingual courses.

Ms. Diodonet: Even students that are taking ESL, if they're in the program for three years, they would take the Access score as well. They could be in the bilingual program, or they could be an ESL student. If they haven't met what we call our CPL level, I believe it's 4.5, they would have to take the Access test.

Ms. Peron: Yes, they are ELL.

Ms. Diodonet: They would still be considered ELL.

Comm. Hodges: I think you mentioned a Turkish student earlier. What happens to that child? What are they taking as an assessment tool, just the regular PARCC?

Ms. Diodonet: They can take PARCC and they can take the Access as well.

Comm. Hodges: That was my question. They take both. Okay.

Ms. Diodonet: They're only exempt one year from testing. For ELA they must take the math when they get here, even though those math questions have word problems that are in English. I know they were working towards the Spanish test.

Ms. Peron: Right, but when they're identified speakers of another language other than English, they are ELL and they take the Access. The Access is a different test that they have to take every year.

Comm. Hodges: So they get no support services?

Ms. Peron: They get ESL.

Ms. Diodonet: They get ESL and various programs within the bilingual education program here in Paterson. There's bilingual resource, bilingual part-time...

Ms. Peron: Bilingual native instruction and full-time bilingual. That would be a teacher that speaks their language. If we have a class of 20 or more students that speak another language we have to provide bilingual education to them.

Comm. Hodges: Right, but there's a number of students coming who don't get those services because there are only 10 or 15. I'm interested in what happens to those students and what those scores look like for them. Are they going to be lagging behind?

Ms. Diodonet: By law we have to give them ESL. Again, we have various programs. Each school has their own program. One can have sheltered instruction. Another one can have native. We have our magnet programs. It's based on their levels and Access measures that.

Comm. Hodges: As a category, I'm interested in seeing those scores.

Ms. Peron: Do you want us to pull out the ELL students that take the PARCC, and their data?

Comm. Hodges: Yes, the ones that weren't receiving bilingual teachers. They're all receiving that.

Ms. Diodonet: Yes, they are. If you have 20 or more, we have to by law.

Comm. Hodges: What happens if you don't have 20?

Ms. Diodonet: Then at the very least they have to get ESL.

Comm. Hodges: Those are the students I want to see. What kinds of supports are they getting?

Ms. Diodonet: Okay.

Comm. Castillo: I just want to make sure we're clear on what we're getting. You just want to pull out the ESL students who are just receiving ESL and no other program.

Comm. Hodges: That's right.

Mr. Crespo: Are we looking for a subgroup that we have under 20 in the district? Do we want to pull those numbers?

Ms. Peron: Yes.

Comm. Hodges: I imagine it will be more than one subgroup though. I want to see how they're doing.

Ms. Diodonet: We have Mandarin students that are only three of them here. You want their PARCC scores, if they've been in the country more than a year.

Comm. Hodges: That's right.

Ms. Warren: One of the other assessments that is administered in the district is the Dynamic Learning Maps. In previous years it was APA, the Alternative Proficiency Assessment. This assessment is administered to our students who have IEPs and they must qualify through various criteria to take the DLM. There are multiple levels of proficiency and what's indicated in this chart are students who are at target or advanced. Students begin at the emerging level of proficiency. They are also described as approaching target, at target, and advanced. You will see in the chart a point of data is at grade eight. You will see that there's an increase of students who are at target or advanced of 36%. For grade eleven there's an increase of 20% of students who are at target or advanced. The data for math is displayed in terms of our students who are at target or advanced. In grade eight for math you'll see that there's an increase in the proficiency level.

Mr. Cozart: The preliminary college and career readiness benchmarks for the 2016 SAT predict a 75% likelihood of achieving at least a C in a set of first semester credit-bearing college courses. The benchmarks are in reading, writing, and math. You see in grade ten for reading and writing the score is 360. Math is 470. For eleventh grade, the score is 390 and 500 respectively. We had 2,922 students participating in the PSAT. Of that group, we have 1,418 female students and 1,425 male students who participated.

Comm. Hodges: What's the maximum score for both sets?

Mr. Cozart: The maximum score I'm not sure. I know the passing rate is 470.

Comm. Hodges: 470 is the passing.

Mr. Cozart: That's the benchmark passing for grade ten and 500 for grade eleven for math.

Comm. Hodges: Okay.

Mr. Cozart: You will see that we have a total of 2,922 students who participated. Of that group, our median score was 388 for language arts and 389 for math. Our total range was 772 students. The scores are still in need of improvement. We can attribute some of the things because of the fact that not every student takes the PSAT. When you look at the slide on page 55 you'll see that we have the largest subgroup to take the PSAT, which were Hispanic students, 1,605. Their average score was 784. The lowest subgroup was too little to score, which was a Pacific Islander. The next two students are two more races. We don't know which races they're actually defining in that category. There were 36 students with a total score of 794. American Indians had 25 who participated with an average score of 720. When you go into the actual number of students who took the SAT, you'll see that the August 2017 administration had 16 students who took the test. In June of 2018 we had 412 students who took the test. We started having more kids participating in the SAT program and taking the actual test. Even though you see December and March test numbers were decreasing, June numbers were over 412. That was our maximum number for 2018. We had total of 1,275 students taking the test, but our score for students who met both the math as well as language arts assessment was 13.9, with a mean score of 89. Again, we are below



the state average in both categories, but we are striving to improve in that area. When you look at the number of students based upon the schools you will see that STEM Academy within the John F. Kennedy Complex represented the highest number of students taking the SAT within a comprehensive high school. International High School showed the highest number of 90 for the offsite academies. International were 90 students and the average score was 871. John F. Kennedy STEM Academy was 113 students and 940 were their results. If you look at STEM Academy, Garrett Morgan, HARP Academy, PANTHER Academy, and Rosa Parks, all of those scored 900 or better on the SAT. Therefore, we still have a long way to go regarding the SAT and PSAT. We have to make sure that kids have a desire to go to college, to understand the need to take the assessments, and take it seriously. Again, we are pushing for all students to be able to go to college if they choose to, but we have to make sure they are prepared. We are encouraging all students to participate in various programs we have offered for them for the PSAT as well as the SAT. If you look at the last slide, it shows that we had 838 students and our average mean was 440 for English, math was 431, and our total score is 871. We want to encourage our students to do a lot better, take the test more seriously, and get more involved in our programs. We are strengthening our program preparation for the high school students this year and moving forward.

Comm. Castillo: Moving back two slides, the last four academies, HARP, International, Panther, and Rosa Parks, the majority of our students are around that range of scores for the SAT?

Mr. Cozart: Yes.

Comm. Castillo: For both subjects.

Mr. Cozart: Passing both.

Comm. Hodges: The total score is 1,600. Is that correct? What kinds of things are we doing to encourage the students to take the test and take any kind of preparatory program? Do we have those programs available for all the students in the various schools, as opposed to having two central locations or whatever it is?

Mr. Cozart: Yes, we have opportunities for individuals to participate in free SAT preparation programs. The Boys and Girls Club is one of our partners who are offering SAT assistance for those who come to the program. They actually came out to the principals last month for invitation and showed the programs they have available. We're trying to make a push for other services. We have other groups who are also offering SAT preparation for free. We have certain schools that are doing SAT prep courses. However, those were reduced over the years due to teacher shortages.

Comm. Castillo: I know you guys have a few more slides, but can you send us a list of which schools offer the PSAT? We would then have to find a way to push it into all the schools. I know when I took my PSAT prep it's easier once you're in the building to just stay there for an extra hour or so, as opposed to leaving school and then going to a different program. Most kids are not going to do it.

Mr. Cozart: We can do that for you.

Comm. Hodges: Would you post those lists prominently in every school so the students know this is where they can go and somehow draw attention to it?

Ms. Shafer: It will be a budget priority for this year because it needs to be in every school.

Comm. Hodges: Okay.

Comm. Redmon: What is the score that's recommended or mandated by the DOE that would be college readiness?

Mr. Cozart: 1,020.

Comm. Redmon: When we get ready to do the prep classes, maybe we should have our students know that score. We can aim for that score and target it. Right now, if you don't know the score you can't target something that you don't know.

Mr. Cozart: One of the things that we want to expose our students to is the backwards planning, knowing where we're supposed to go and going backwards to get there so the kids are aware of other skills. At the same time, we don't want the SAT class to be doing basic skills training. We want this to be an extension of the actual assessment. We want to teach them how to be better at the actual skill. We're not trying to make that class a pure intervention class for the students to be on par just for the regular component. We're looking for the kids who feel that they're ready to take the SAT and want to have advancement themselves, not just to become a remedial class only. We're trying to attract all students into the program.

Comm. Redmon: The ones that you're feeling are not up to par, what are we doing with those students?

Mr. Cozart: They're still given instruction. The difference is we don't want it to be minimized only to that subgroup. We want all students to have the opportunity to benefit from the SAT prep program for free.

Comm. Redmon: Are we separating the higher achievers and one thing for the SAT prep?

Mr. Cozart: Currently in some of our classes we have strategic reading for that component.

Comm. Redmon: You shouldn't separate them, though.

Mr. Cozart: Other programs we have available at the Boys and Girls Club are for all students in the City of Paterson. We are working to improve our whole course offering.

Comm. Redmon: But that's not a true statistic. When you start to separate the groups you're not really getting a raw statistic. Those students should be incorporated in that one particular group. When you're starting to pull students from one group to another, even though we know there's a big educational gap there, there's not a raw statistical score for all the students that are taking the SAT prep course.

Mr. Cozart: Currently, an SAT prep course is where we have a schedule. If you go on par, that's an extra course you're not able to take during the school day. It would have to be that school component of you. For other students that is part of their regular reading program, which is considered strategic reading. We're trying to catch up on the regular reading program as well as giving you that component. We are working on

actually maximizing all of the schedules before school as well as after school. That's going to be a priority for the coming budget.

Mr. Crespo: I know some of these items have been covered, but here are some of the initiatives and different things we have going on in C&I and in the schools when it comes to SAT. One important aspect of the SAT is exposure. Last year PSAT was given to our tenth and eleventh grade students. This year for the first time we will have it for eighth, ninth, tenth, and eleventh grades. The more exposure, the more comfortable you are with the assessment. In addition to that, we will have the data from those assessments in order to push our instruction, know where the gaps are, and drive our instruction. The SAT prep courses which were mentioned we still have those. I know we are in discussion on planning after-school and we also had a prep course over the summer. For professional development we have partnered with the College Board at no cost and they will be coming in to professionally develop our teachers and supervisors on how to analyze the data and then go from data to actionable items. With that said, teachers will develop different scoring rubrics and exemplars. They will have different training sets. It's not just enough for our students to be exposed to the test. The teachers have to understand the test, know how the questions are asked, and what types of answers they're looking for. Also, we have vertical curriculum articulation. What are they learning from seventh to eighth and eighth to ninth? Are we enhancing those skills? How deep are we going with those skills? These teacher cohorts that will be developed this year will have training right from the College Board.

Comm. Hodges: How many days do we have on the schedule for professional development?

Mr. Crespo: Let's say for SAT...

Comm. Hodges: My issue is you get a brand new curriculum that you're trying to teach. I saw something in the packet regarding the science program they wanted in operations where they're requiring some time for two or three cohorts of teachers. Now there's this. I'm just wondering how many sessions do you have that's in the calendar that will permit you to provide this kind of professional development.

Mr. Crespo: We have district days built in. However, this is aside from the district days. This is going to be a straight pullout that happens during the day. We all have Saturday and after-school sessions where teachers get paid.

Comm. Hodges: How many days?

Mr. Crespo: Do you want calendar or actual?

Ms. Shafer: What's in the calendar was two full days at the beginning of the year and then we have three half-days throughout the year. Then we had a full week in the summer where you can sign up. We had a catalog and we had folks who could go all week if they chose to, go once, or not go at all. Then we also have pullout where we take a specific group of teachers and do training. We have after-school and Saturdays where we pay teachers.

Mr. Crespo: In addition to grade level, PLC meetings and supervisor job embedded training in the classroom.

Comm. Hodges: I'm worried about whether or not you have enough time currently to get all the training that needs to be accomplished. From what I can see, I don't think

you do, not for all the courses. Just in science alone I have some serious doubts whether there's enough time to train people. You're bringing on the one-to-one curriculum. You have this SAT stuff. You have other things. I'm just wondering how you're going to get teachers where they need to be where they can implement the curriculum with fidelity, given the schedule. The question is, what do we do about that? We don't have time. I'm concerned about these numbers. Quite frankly, unless I see something in the order of between 5% and 10% increases, I don't see how it makes much of a difference because the numbers are so low to begin with. If we were at 60%, now you're progressing. But we're not at 60%. A 3% increase does not wow me. It worries me because we're putting in a great deal of money and with that kind of return maybe in 100 years we'll get where we need to be. We don't have that kind of time. What I'm looking for are some areas where the Board can say let's find a way to get either more time or more people to come in. Whatever it is that you need, we need to know what that is so that we can prioritize those kinds of things. I'm not certain there's enough time. I'm not sure there are enough people in terms of teachers who are prepared to teach the curriculum that you're putting in place. Even if you have enough teachers in terms of science, I know you don't have enough physics teachers, which is all part of the requirement. I would love to spend a lot more time on this to try to figure out what this is actually telling me or get a summary from you of what this is actually suggesting needs to be done in a comprehensive manner so that this Board can plan a direction moving forward. I really am concerned about these numbers and what they represent.

Comm. Castillo: Allow them to finish the presentation and then go into public portion just because it is a little bit late. Then we can come back and ask any questions. It's already going to be 8:30. If you guys can just go right through that, I'd greatly appreciate it.

Mr. Cozart: The AP is there, which is advanced placement. You see that we had 247 students from 2017 and 229 students in 2018. You see a slight decrease. The decrease is basically because of the fact that AP courses were driven by the school's budget. Therefore, if some schools did not budget for the AP program the numbers went down. We've corrected that component by moving that AP program into the centralized budget. Now we have increased AP for all students going forth. In the next slide you see the courses that we actually offered in AP. You have a range from English language composition, Spanish language and culture, chemistry, calculus, AB, world history, US history, and computer science. These are some of the courses they have currently that we have available for the AP program. This year we put a big thrust on increasing the AP. When schools had to face budgeting themselves, that cost came out of other things within the budget. Now that we have freed up those expenses from the schools and we've brought in central office, no school pays for AP courses at all. It all comes from central office and we are expanding the AP offerings. We had individuals who met with each principal this year to go through what courses they want for the 2018-2019 school year. Next year you will see an increase in AP course offerings and the number of students and schools who participate in it.

Mr. Crespo: For AP and professional development this summer we were fortunate to send 18 of our AP teachers to Rutgers and Drew University for professional development. In the past we have sent maybe one or two teachers in the summer. We were able to send 18 this summer, which was amazing. Part of the PSAT and SAT gives you data. One data point that it gives you is an AP predictor. Once students take the PSAT and SAT they get an AP predictor which projects which AP course they would be successful in. That data wasn't used in the past. It's going to be used now as we meet with every student that the predictor analyzes will do well. We're increasing

course offerings. When I talk about the enrollment, it can't just be enrollment based on data but also on interest. Studies have shown that those motivated to take the course do well on the course. For example, computer science, which is one of the numbers we talked about before, I think we had the highest 3-5 in computer science. If you're proficient in algebra 1 you should be recommended for the AP computer science. There's a direct correlation between success in algebra 1 and computer science. Those are some of the different strategies we will be using.

Comm. Castillo: That's it? Fantastic! I ask that you guys hold your questions. I want to make sure that the public gets an opportunity... I'm sorry, Ms. Warren. Did I skip you? I'm sorry. You took a very long pause.

Mr. Crespo: We had to go to another slide. I'll be brief, I promise. Professional development seems to be a reoccurring theme. PLCs, which are featured in schools as an area of professional development, we actually want to make sure we have a uniform approach, studied data, and had specific outcomes with the PLCs. We brought in different types of mentors to help us and coach us in PLCs to make them as productive as possible. We have a new reading program. We have a reading campaign to build awareness. We have the Paterson Summer Institute, which we talked about with professional development. We revised the math instructional model to have a balanced approach. We have our transitional grade eight algebra, new math software, building fluency in k-8, new math intervention program for the high schools, and high school math textbook adoption. As we know and as has been said here many times, you have to be in school in order to learn. We continue with our chronic absenteeism campaign. We have our increase in bilingual classes to develop those literacy, speaking and listening skills.

Comm. Castillo: Thank you. Commissioner, we have to do something slightly different, so bear with me. It's a little late, so I'm trying to maneuver to make sure that the public gets in. We do have to have the HIB presentation by law before the public comments so if anyone has any comments on those. Please bear with me as I change everything up. Please hold your questions for this team. They're not going anywhere. Then we will come back to this. Write it down. Thank you for now. Don't go too far. We'll have T.J. present. We'll have public comments so the community can get in. Then we will go back. Sounds good? Don't get too comfortable.

### **NJDOE 2017-2018 Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act**

Mr. Theodore Best: Hello everyone. I'll be extremely brief in the presentation. This was sent out to all Board members earlier today. You will have to actually vote on this at your meeting next week. However, this part is to inform the public of how schools have been implementing the Anti-Bullying Bill of Rights. We all understand what bullying is and we also know about the law that was created. As a result of the law, every single year we have to submit several reports. I was before you a couple of month ago. Now we're here to review the annual school self-assessment. The NJDOE annually assigns a school district grade on how well they are implementing the Anti-Bullying Bill of Rights Act. The self-assessment must be approved by the Board of Education at a public meeting before submitting to the state. It's due to the state on October 31. The district score will be an average of the school scores and districts are required to post each school grade on the website of the actual school, on the district website, as well as a link with the full report. Each school through the school safety team is required to evaluate its implementation of the Anti-Bullying Bill of Rights Act. The school self-assessment tool includes eight core elements which address all of the

Anti-Bullying Bill of Rights requirements for schools. The school safety teams must assign a reigning for each indicator based on criteria and available documentation. Here are the eight components or core areas that are part of the self-assessment. It looks at approaches and other initiatives. It looks at our policy. It looks at the trainings and programs that we do. It looks at curriculum and instruction that's taking place at the school level. It looks at personnel, whether or not we have an anti-bullying specialist at each one of our schools, as well as a school safety team. It looks at the HIB incident reporting procedure. We use Hibster. Every single school is in full compliance in this particular aspect. Then there's HIB reporting. For each one of the questions that's asked, the highest score you can get is a 3, which means exceeds the requirements, or a minimum of 2, which means meets all requirements. A maximum score of 78 is given. The state, if they so choose, can come back and review documentation at the school level, which could consist of the school safety data system report, information on NJQSAC, and any other resources that the school may have, including minutes and agendas of programs and meetings at the schools. Here you will see a year to year analysis since the legislation got started in 2011. Our first year we scored 48 and we have since gone up each and every year. This year I'm very happy to report that we have a self-assessment district average of 70 out of 78. This is the highest score that we've ever had in the district. I can say that this is an honest and true score. Here you see a school to school breakdown by unit. Every single school scored at least a 65 or higher. No school, however, scored a perfect score of 78. Here you see in Unit 2 the same, and in Unit 3 with our high schools. That concludes my report. Do you guys have any questions?

#### **PUBLIC COMMENTS AND INPUT ON NJDOE SCHOOL SELF-ASSESSMENT FOR DETERMINING GRADES UNDER THE ANTI-BULLYING BILL OF RIGHTS ACT**

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

Comm. Castillo: Just a reminder for anyone that's visiting tonight, we have three minutes for your speech. We want to be respectful of everyone else's time, especially on a day like today that's a little bit late.

Ms. Rosie Grant: Good evening. I will go very fast. Congratulations on the Full-Service Community Schools grant. I'm not sure if Jenna is going to do some research and verify, but we might be the only community that has gotten three of these grants in the nation. Let's celebrate that. I want to announce that Paterson Education Fund will be collaborating with Paterson Public Schools PTO and we will be hosting a Candidate's Forum here on Monday the 15<sup>th</sup> at 5:30 for all the School Board candidates. We're also releasing our candidates guide. It will be out on Monday so that people can have it in advance of the forum. We did have participation from 15 of the 18 candidates. I would like to pose that so far what's advertised is four seats, but you will actually have five seats available as Ms. Schutte won't be serving beyond January. I'm questioning how we fill the fifth seat. According to the New Jersey law it should be on the ballot. So far, I'm still seeing and hearing three for three years and one for the unexpired year. They've changed it on the ballot?

Comm. Castillo: Two for one year.

Ms. Grant: Okay. Thanks. From the ones who are running for the one year people will choose two. I'll correct my guide.

Comm. Castillo: As confusing as that is.

Ms. Grant: PEF and our partner organization, Paterson Education Organizing Council, led by Linda Reid, will be having a day of action as a part of the National Dignities in Schools Action Campaign. Jitu Brown of the Journey for Justice will be our keynote speaker. This man is a powerhouse. That's on October 27 at Eastside High School, Saturday 10:00-2:00. There's a cookout to follow and we'll have some panelists doing a response to his presentation. You may know PEF has been party to a lawsuit around graduation requirements in New Jersey. The graduation requirements did change today at the New Jersey State Board of Education meeting, but the lawsuit still stands because what is in place is not in agreement with what is the law. The courts will be hearing oral arguments on October 29 at the Robert Hughes Justice Complex. People are invited to come on out and support. It starts at 10:00 a.m. in Trenton. The Attendance Task Force for the Paterson Public Schools, of which I'm a part, met this week. We had a deep look at the September data. Over the next week we will be visiting schools, talking to principals, and saying we've set a goal across the district to try to reduce chronic absenteeism 3% to 5% from September to October. There will be an intense push to see if we can work on it early so that we don't get to June and have kids that have missed too much of the school year. My last point is the new graduation requirement which the State Board of Education voted in today is the class of 2021 and beyond. The PARCC is still in place and will still be taken, but it will no longer be a graduation requirement. They don't have to pass the PARCC anymore to graduate high school. They have the same selection of tests that we're using now for the current classes that will continue beyond 2021 to 2025.

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

Ms. Grant: That's a local decision. It's yours to make.

Comm. Capers: Thank you.

Ms. Erica Santiago: My name is Erica Santiago and I will be translating for Glenn Gervacio. She is the mother of an autistic child in School No. 27. I feel that my child is not getting the adequate care and knowledge of anything that is going on and that is not right. So far, I have come to Board meetings and I've spoken to people of the Board and councilmen and to this day I have not received any leeway or anything saying how we're going to move forward with this problem. I asked for a transfer thinking that would be the solution and I was sadly mistaken. They gave me two options, which were School No. 21 and EWK. I thought that would be a solution, but I was sadly mistaken. I went to visit School No. 21 and EWK and I realize that they're not adequate to take care of animals, let alone children. I don't understand how the district allows this to happen. It is a sad disgrace that the public schools in Paterson are completely inadequate in taking care of these kids. I don't only say that for my child. I say that for any child that is put in this situation. I would like to know who is in charge of investigating these schools and making sure that they are adequate in their care and their environment for these children. It's a shame that I have to go through other parents and other organizations to find what I need for my child when I should be able to come directly to the school and the School Board and get what I need without having to fight. I would like to believe that the social worker and the principal of School No. 27 would do a better job of helping me and assisting me rather than just giving me a dirty look and do absolutely tonight. I would like the School Board to take five minutes of their time to walk through all the special education programs that the Paterson district has to offer and see the disaster that these kids have to face. It is unbelievable. I would lastly like

for someone to explain to me why there is not a special education school for these children and why they're scattered all over the place and are not given the adequate needs that they need. I would like to know who I have to speak to in order to get what we need for these kids. Do I really have to go to the state to get what we need for these kids? No one in Paterson wants to do anything about it. It's a shame. These are our kids and we should do better for them.

Ms. Marcella Simadiris: Praise the lord everybody. That training that was offered that you mentioned, Madam Superintendent, I was hearing about it and I was looking for it but you all didn't push it. It wasn't until afterwards that I found out that you could find out about it through a posting. It's my understanding that it's mostly the technology department that took advantage of the Google professional development we had. I just want to mention that. Moving forward you need to do a better job in letting teachers know it's available. I was here all the time and I kept hearing it, but I didn't know how to access it. I was too caught up with all the other stuff to do my due diligence. I'm just saying it would have been helpful if it was pushed how to apply. Point of order, President Castillo, you indicated in this space that Capt. Smith should follow up and forward the requested information pertaining to Comm. Capers' question. I want to make sure that the conversation occurs back in this space where it was brought up. Please be reminded from your ethics training that most business is supposed to take place in this space. The assessment analysis demonstrates that your higher achiever scores are increasing while your lower achievers are decreasing. This to me proves that the approaches like taking 30 out of 48 instructional periods for math, language arts, and intervention don't work. Also, the two sections for a fourth grade and fifth grade teacher that you all decided to pull from my school last year have increased our classes past what is allowed by law in high-poverty districts. In addition to this, there is no teacher for eighth grade math or self-contained eighth or seventh grade and no art teacher. When I was looking at what you did with the outcomes by cohorts I did it for my school. In fourth grade there was no change for language arts. There was a 6% drop in math. An 8% drop in language arts. It went up 7% for math. Ms. Silverstein, great job! 12% down in language arts sixth grade, sixth grade math down 17%. We didn't have one teacher. I believe it was the math teacher. We went up 12% in language arts and 17% in math. We went up 3% in math for seventh grade and 26% we increased for language arts. Great job, Ms. Capers! I broke down the outcomes by cohorts for my school. We are suffering under your instructional model. I've come here and I've explained it to you all. I think what needs to be done is I think you need to do that for all your comprehensive schools. This would help with what I sent you all and I haven't received any response. President Castillo, I know you opened it. I know Comm. Capers opened it. I know Comm. Redmon opened it. I know Comm. Arrington opened it. The other Board members, you have failed to pay attention to. I asked you to pay attention it. You didn't do that. I have a hard copy. I have these things here. I'm attempting to bring things that I've brought forth here before that no one has responded to or resolved. I noted as evidence docket #2 and evidence docket #1. If you look at #1, it says there are four weeks in the month of September. Today marks the first day of the fourth week. We don't have four weeks in September. I brought that up here through DEAC committees and instructional curriculum committees. This paints a false picture and makes teachers vulnerable according to the evaluation tool. This has been brought to you all and you all are not fixing it. Please fix it and please respond if you discussed it with your colleagues. If you read the letter that I sent you, if you discussed it please share it.

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



Ms. Shafer: We're going to go in order. I'm going to ask Susana Peron to comment about the parent from School No. 27.

Ms. Peron: I met the parent who was at the microphone. We met on Monday and we are meeting on Friday. We have a meeting this Friday morning to discuss the matter that she is bringing up and see what kind of resolution we can get to. I have to personally go to visit the other schools that she said. The seats for the program that her child requires are very specific so we don't have them available in every school. According to law we don't segregate our special needs children. We cannot do that. They need to be around typical peers and we need to provide less restrictive environments for them. I will personally take care of this parent. We had a conversation in the hallway before. Of course, I told her that she had the right to speak and she should speak. But on Friday morning I will meet with her and I will come to a resolution.

Comm. Hodges: I'm a little concerned about the characterization that was made. What prompted her to characterize those two schools as unfit for animals? What particular incident was displayed or what kinds of conditions were there so I can get a sense? Is this a general problem with those schools?

Ms. Peron: In her statement at the microphone, and I don't want to misstate, she did speak to the physical conditions of EWK. There's water penetrating in the school in that area and the classroom is small. She said that there was no teacher in the classroom as well.

Comm. Castillo: Let them have this conversation because public session is done. I know you did communicate a lot of the information to Ms. Peron. She's going to make sure that you get the answers and that we get the answers, but we can't open a dialogue after public portion is closed.

Comm. Hodges: I'm just trying to get a sense of...

Comm. Castillo: I know she wants to explain, but Ms. Peron has the information. Thank you. We can't open it again. Ms. Peron is definitely going to get you all the information.

Ms. Gervacio: There were kids on the floor eating in the hallways.

Ms. Shafer: When the Deputy has the meeting on Friday we'll get all the information. We'll speak to both principals to find out what's going on and with facilities if there is water infiltration. We'll get that summarized to the Board.

Ms. Peron: (Comments made in Spanish)

Comm. Castillo: I just wanted to let you know she did say that she spoke to a Board member. That was me. I referred it over to Ms. Peron.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Assessment Data**

Comm. Castillo: Is it okay to move on to the next presentation? Do you have any questions regarding that presentation? It is 9:00. We have about four pages of

resolutions to vote on and we do have executive session. Let's just be mindful of the amount of questions that we ask tonight. We also can email the questions over to the Deputy Superintendent as well.

Comm. Martinez: In lieu of questions, I'll just make a statement. While I oftentimes try to remain as optimistic as I possibly can, after hearing this report it's very eye-opening in the sense that what we looked at was a lot of flat data. Whatever moderate gains we did see were completely offset by the regressions that we also saw. When you're talking about 3%-6% gains at best in some cases, but then the significant regressions that we saw, as Dr. Hodges stated, when you're talking about our starting point being so low already, that's very concerning. When I'm looking at the percentage of test takers that met both benchmarks in our SAT it's barely 14%. It pains me to even say it out loud. You're talking about 86% of scholars who are not where they need to be. I'll always be a champion and a fighter for this district, but that is not cutting it. That's very concerning when you have such a high percentage of scholars not where we need to them to be. This is concerning.

Comm. Simmons: I wanted to echo what Comm. Martinez said. I think the reason in particular with the SATs is we have more students taking the SATs than we did in prior years. While that number is higher, it looks a lot worse than it is simply because we have more students taking it. Four years ago, we only had 15 or so students who were proficient. Then again the test also changed because the maximum score was 2,400. We had a lower number of students taking the test and a lower number of students being proficient. Now we have many more students taking the test. Although it's not good at all, it looks a lot worse than it is.

Comm. Hodges: As reluctant as I am to disagree with Comm. Simmons, I think it's bad. Period! It doesn't look worse than it is. It is bad. You're being nice, but I don't have that habit or intent tonight. I'm getting old and cranky and I've been holding it back for all year to let loose. One of the reasons I go on these so-called junkets or conferences is because I get information which enables me to analyze data like we have received. In one of my recent conferences they talked about the advanced placement. One of the things that they said was if the school district committed themselves to having their teachers approach students and say, "I have faith in you. I think that you can do this. You can take this AP program and do well," places like Mississippi almost doubled the people who took their scores and significantly increased their performance in terms of fours and fives. It's simply the matter of approaching the students in those cases. I can't say everywhere. They found that if the teachers embraced the students and said, "You may not want to take this test, but if you do I have confidence that you'll do well," they did. Again, they almost doubled their results. I also learned at these conferences that AP courses and honors programs are one of the things that colleges look at in terms of their performance to gauge how well your district is. When students come with applications they regard you in a certain way if your school does not have numbers that are reasonable amounts. I'm encouraged that we're trying to pay attention to that, but I am concerned about the breakdown of these scores. I think one of the things we should be doing, as I just said, is going to our students with a faculty member that the students trust and have a rapport with and reach out to students to encourage them to take more honor courses and more AP courses. That's off the top. Then you also have to have support services for those students. The high school scores are dangerously low and they also worry me. I need more time in this discussion to look at this material and see what this actually means. You have a new curriculum in place. Are your teachers fully competent in implementing the curriculum at this point? Given the short amount of time we've had to give them PD, are they there yet? Is that the problem? Or is it the curriculum itself? Or do we need other

measures? It's that kind of analysis that I'm waiting to hear. I did not hear that tonight, or enough of it. Then there were other things I had questions about. I already stated the fact that 1.7% or 3.7% means nothing when you're down at 35% overall. It means absolutely nothing. That's barely one point overall. I want to have a clearer sense of what the problem is so that we can then say do you need this or that. Where do we focus our attention? What are the strains that our kids are stumbling over? Are we addressing those areas? There was no discussion about that. If I don't know what the individual strains are I don't know that we are getting to the root of the problem. I don't know what the curriculum is doing one way or the other. I'm just looking at these numbers and they mean nothing to me. That's why I want a longer conversation where we just do this. For me, this is by far our most important business. If we're not getting this right and we're not making substantial strides, then the two-year plan to full local control is not guaranteed. More importantly, our children are being woefully underserved. That can't continue to go on. That's my point. I really want to spend some more time going through this. I need some more clarity as to what is the reason we're not getting significant bumps in improvement. I don't see the trends which say to me that we're headed upward across the board. It's here and there. That means to me that there's not consistent improvement. We're not doing the job at getting to where those kids are. That's what I want to discuss. I want to know why, what the roadblocks are, and the failure points the kids are having. I need to know how our curriculum does or does not address it. I want to discuss more of this analysis in the very near future, I hope.

Comm. Redmon: Dr. Hodges, I think you're absolutely right. As a Board we need to have this specific slide as a retreat so we can break down the data and also do a collective action plan on it.

Comm. Castillo: I agree. I think it has to be a longer conversation and we have to get a little more in-depth of where we are and where we're going. Dr. Hodges, some of those questions are absolutely great. I think we're all on the same boat, but we need to make sure the Superintendent or Deputy gets it so that we can get ready for a retreat and make sure we have a lot of those answers. We can have the assistant superintendents as well as the I&P team there so we can further discuss all of this and figure out where we are and where we can go next.

Comm. Hodges: This last conference to Las Vegas was about ESSA. One of the things that you will see in my report and of great concern, as I mentioned to the Superintendent, the federal law is going to require every district to put together information on the cost per school per pupil and make it available to the community. You're going to have to be able to explain why you're spending 'x' number of dollars for this school and that school and why test scores aren't improving. If you don't have that narrative now, I don't know what we tell the community. We're going to need a lot of data and time examining this stuff. They made it very clear they want to put pressure on school districts and schools to force improvements and on school boards to explain their practices. Why are you spending those kinds of dollars? Why aren't you doing it across the board? What are the results? If you don't have the equal results, what's going on in those buildings? Those are the very questions that I want to have and I have been asking. The last thing I want to say is nothing would be more helpful to you than that compendium that you've been laughing about me asking for all this time. That kind of information would put data at your fingertips, which you're going to be very glad to have next year when people begin to ask how many programs you have at School No. 7 versus School No. 8. Which ones are working and which ones aren't? They'll be asking you and you won't have this with you. They'll say you voted on that, so why

don't you have that information? Now you can if we can get the compendium. Thank you.

Comm. Castillo: Absolutely. I agree.

Comm. Hodges: Thank the conference. Without that, I would not know it.

Comm. Simmons: With regards to AP courses, I'm looking at the number enrolled and the number of students that passed. It's around 1% or so. Have we explored instead of AP courses articulation agreements with surrounding colleges?

Ms. Peron: It was in the presentation. You haven't done it? It is in the presentation coming up.

### **IB Recruitment Plan**

Ms. Shafer: The next presentation is one that the Board asked for and that's the IB Recruitment Plan. I'm going to ask Kate to come up.

Ms. Kate Forfia: Good evening. I comprised all of our data surrounding the recruitment initiatives that we've been doing for the last four years and some new initiatives. The goal of the IB is to increase access and engagement while removing barriers to learning. This is part of the *IB Guide to Inclusive Education*. Our IB journey started in 2014 when the Paterson Public Schools started a three-year authorization process. As many of you know, we were authorized in March 2017 and we became an IB World School. We are the first and currently only IB World School in Passaic County. We started as a school-within-a-school model. We started taking a small cohort of students into the school and our junior, senior, and sophomore class are all relatively small groups of students. Our incoming class for September 2018 is completely IB. All of those students were interviewed and we expect all of those students to take either the full diploma or at least one IB class in their junior and senior year. For those of you who don't know, the first two years are prep years. The ninth and tenth grades we prepare them for taking the International Baccalaureate classes, which are all two years in length in their junior and senior year. Our primary recruitment goal is to retain our high-achieving students as well as our interested students who are leaving Paterson Public Schools for high schools outside the district. The inclusion requirements outlined by the International Baccalaureate Organization call for all schools to be organized in ways that value student diversity and respect individual differences. Valuing diversity and differences is a key aspect of becoming more internationally minded, which is a core principle of the International Baccalaureate, and is an essential goal of IB programs. The IB requires that the way we recruit is that the number of elementary schools that we have that we do it in an equitable way and the information is presented to parents and students the same way so all students who are interested have an opportunity to interview and come to us. These are the demographics for the IB program and the Paterson Public Schools. As you can see, they are very similar. The demographics of the program mirror the demographics of the Paterson Public Schools. I believe there are several reasons for this. These are the action steps that we've taken and will take to recruit students. In all the years that we've had the program we visit all of the elementary schools and present to the students. We've always presented to the eighth-grade students and now we're going to present to not only their eighth-grade students, but the seventh-grade students. Something that's new for this year, we're going to have information and present at all of the elementary school report card nights so our parents and students are aware of the program. We also expanded our Mandarin program. International High School as of last year was our only school that offered Mandarin

Chinese. This school year we now have Mandarin at Paterson Academy for the Gifted and Talented. The teacher is shared between International High School and Paterson Academy for the Gifted and Talented. We will have joint field trips in November to the UN and the Rutgers Confucius Institute in February for a Chinese New Year celebration. We're also going to have class collaborations through Google Hangout. There will be a joint PAGT/International High School Chinese New Year celebration. We're also promoting access in special education and ESL for our IB program. Our goal is to train all of our special education teachers in IB so they can assist as inclusion teachers and co-teachers in our classrooms. We're also going to expand our English classes from just offering IB English high-level to IB English standard-level. We're going to expand our math offerings so we have three levels of math instead of just two. We would like to expand our classes to include IB film, IB dance, and IB world religions. IB World Religions is the most popular elective worldwide. It also counts towards the IB social studies requirement for the diploma. Also, Theory of Knowledge, which is the philosophy class that all IB students must take. Most schools only offer Theory of Knowledge, or TOK, to their diploma students. We are offering it to all students that are interested in taking this course. We are really de-tracking students and allowing students that are interested in these courses to take them. We are also having a teacher trained in December for Spanish Ab Initio. It's an introductory Spanish class where students who speak but don't read and write Spanish can take this course. We're really expanding our world language offerings. We have a strength in Paterson for having multilingual students. Countries where more students are multilingual do well in the IB diploma because one of the aspects of an IB diploma is language learning. We also plan to offer the IB bilingual diploma. This is for our on-grade level EL students who can take the English language and literature and then take Spanish language and literature or Arabic language and literature. This is an independent study. They take these, pass them, and they get the IB bilingual diploma. This is something that in a country like Finland almost every student gets the bilingual IB diploma. This is something that's not very common in the United States and is not very common in the State of New Jersey. That is a strength that we have where we have students who speak and are literate in other languages, and this is a really special opportunity for our students. It also expands access to our EL population. It would be unfair to have our EL population have to take not only English language and literature, but also Mandarin Chinese and pass it. This is an opportunity for our students to earn a diploma, earn up to 30 college credits, and do well. This is something new for this year, the IB experience. It's a shadow program. We're going to invite interested seventh and eighth grade students to shadow IB juniors and seniors where they can experience the academics as well as our clubs that we have at International. We also want to hold individual open houses and field trip days where we can invite our elementary schools to International so they can experience a day in high school. We have a very active National Honors Society at International and we would like to have partnered service initiatives with our National Junior Honor Societies. One of the important parts of the IB is our stakeholders understanding the nuances of the International Baccalaureate. This is something that the IBO looks at when they come and reevaluate us in five years. When they came and authorized us they spoke to parents without us present and they asked them of the nuances of assessment and the philosophy regarding the curriculum. In years past we had one community forum a year. We are expanding that to four community forums where we can have interested students, parents, and community members come and learn more about the program. We will also have current IB parents and students there for our parents and students to meet and speak to about the program. We also will invite alumna from the International Baccalaureate Organization to speak about the benefits of the program. We will address questions around the IB philosophy, college credit, college admissions, and the pedagogical and curricular approach of the International Baccalaureate diploma program. We continue to recruit

and train more teachers in IB subjects every year. We also have an annual elementary guidance counselor presentation where we roll out any new initiatives and changes to the application so our guidance counselors at the elementary level are kept well informed so they can assist the students in the application. This year there's something new. The International Baccalaureate has an IB learner profile, which is our 10 attributes that they aim to have all of our students embody. We are putting this schoolwide. In most IB districts the profile eventually goes across the district. These are attributes such as being caring, principled, a risk-taker, a good communicator, and balanced. We also have a very active PTO at International made up of a lot of IB parents. These parents would like to team up with and work with some of our PTO organizations at the elementary level. Our IB program is very special. As the first and only in Passaic County, we'd like to brand the program. We're working on our IB program website, social media, and publicize student accomplishments such as the QuestBridge Early Admission Program. We have seven seniors who have applied to college through and were selected by QuestBridge to match for schools that they're interested in. They get to select 12 very selective colleges. We also have a robotics team that was a rookie team last year and we made it to the world championships. We'll have an IB newsletter like we do every year available online and in print. We're going to continue to showcase International as the first and only IB World School in Passaic County. These are some of the colleges that our students are applying to – Princeton, U-Penn, Yale, University of Chicago, Vanderbilt, and Emory. Our students are very excited about applying to these schools. Many of our students have done very well on the SAT and we had over 30 students pass AP exams at International last year. All of the fives that you saw on the district data were from the IB program. We had the first students in the district to pass the AP computer science principles exam. There were 20 students that passed that exam and they were very excited about it. They put a lot of work into creating applications that were original in nature and submitted to the College Board. We had students take calculus and AP history. These are very dedicated students. Also, Massachusetts Institute of Technology, we have one young man that has a 1,500 on his SATs and his dream is to go to MIT. These are our program expansion initiatives and goals. We want to do the additional course offerings. We have a brand new teacher who is certified in physics and chemistry. He is being trained in IB physics. He has a PhD in chemistry and would like to be trained in IB chemistry and we're very excited about that. IB world religions and IB dance. We continue to recruit and retain our teachers and build understanding through our community. There are also IB online courses that are available. In the future this would be something that would really expand our course offerings. We've partnered with Fairleigh Dickinson and their middle college program. Five of our IB courses – IB art, IB physics I and II, IB world history I, and IB language and literature II – are all through an articulation agreement offering our students college credit. The students in these courses are taught by our Paterson Public School employees using our curriculum. If they earn a C or better through this articulation agreement they will receive college credit and a transcript from Fairleigh Dickinson. The seniors could earn up to nine credits and our juniors six. This is something that we will continue to expand. This program has been around for 34 years. One of the most important initiatives that we began this year was the whole school IB approach, or as they say in the Chicago Public Schools, wall-to-wall IB. This allows more students to participate in the IB program and it really offers students an opportunity to become very well-rounded students and participate in what's considered the most rigorous college prep program in the world.

Comm. Castillo: Any questions?

Comm. Hodges: Thank you very much. You're doing so well that PCTI has rated our students that should be going to our IB courses. I remember something in the order of

20 students who were headed to PCTI as opposed to our IB program. I found it very concerning. I'm also wondering what we can do to change that number of students coming out of the Gifted & Talented program who are not coming to the IB program. They are going to Tech instead.

Ms. Forfia: I think it's about awareness and about showing our parents and students how well our current seniors are doing. We're a relatively young program. This is our first group of seniors. We have some really dedicated young people. With new IB programs, and I've seen this across the country, it's about getting awareness and giving the community the opportunity to understand that it is a very special program. Students are in a very select group as the only program in the county. There are only about 14 programs in the entire state. I agree with you. I want to keep more of our students right here in Paterson. It's very important. But we do have 243 students in our IB program and that is one of the largest IB programs in the state. It's a very large IB program.

Comm. Hodges: Okay. On the flip side of that, while I'm impressed about the types of colleges that they're applying to, I'm obviously more anxious to see which ones get through and developing some sort of lines of cooperation with some of those colleges to take a look at more of our students moving forward. What I'm saying is we should be reaching out and developing relationships with colleges to become a conduit for our students and that will enhance our reputation throughout the county and the state. If we have people want to come to Penn State, they have a direct line there because of the IB program. If you want to go to Columbia, there's a direct line. We need to get into those colleges, meet those admissions officers, and establish a rapport. What I'm really interested in is having a sense of how those colleges view IB students.

Ms. Forfia: At the United Nations there's an IB college fair and we took our students. We took a school bus and we went. There were over 30 students on that trip. It's just the IB admissions counselors for all the colleges there. Almost all colleges have a box that asks are you an AP or IB student. The IB courses are very highly valued because the rigor of the program is taken into account. It's not just one or two classes. There's no hierarchy of curriculum with the IB. They consider an art class just as important as a physics class. Not only that, but the students are completing the IB core, which is the Theory of Knowledge class. They're also doing creativity activity service where they're doing a project and experiences based on those three threads over the course of two years, which is very impressive. They're also completing a 4,000-word essay, which they're working on currently.

Comm. Hodges: In the past, Ms. Shafer, we had an opportunity, which we lost, to bring consulate members from the UN to our stage to debate ongoing issues in the UN. I was waiting to see whether or not it would be possible. We didn't connect. We lost some teaching personnel that would enable us to do that. I'm going to go ahead and reach out to the individual who sponsored that program. We're going to need to work very carefully this time around. I'd love to have debates on our stage using our students as judges, if you want, while these people who are actually debating in the UN come to us in front of our students. I think there's still an opportunity to do that. This would be an excellent program to showcase that kind of activity.

Comm. Castillo: Since you're already partnering up with Fairleigh Dickinson, they are a UN/USA program. When I was there we had these types of events twice a month. They had the in-school and the video conferencing as well. If you could partner up on that also it would probably be the easiest way to bring consulates, diplomats, and ambassadors into the school district. They have a department just for that. They have

students as well as advisors working with the United Nations on a daily basis. That would be a great opportunity. Are there any other questions?

Comm. Capers: How many kids are on the IB program?

Ms. Forfia: 243.

### **Dual Enrollment Implementation (PCCC)**

Mr. Crespo: Tonight we will talk about some of the different aspect of dual enrollment, where we are, and where we're going. Dual enrollment is a form Option II which allows districts to design different ways to obtain credit. Here in the district we have two forms of dual enrollment. The one is where we actually take the college course, the college syllabus or curriculum. The second is articulation agreements, which was mentioned earlier. With the articulation agreements, the colleges look at our curriculum, they evaluate it, they look at our teacher resumes and credentials, and then they decide if they will offer us college credits for taking our courses. We want to make sure that we know the difference between the two. We are partnering with Seton Hall, Passaic County Community College, Fairleigh Dickinson University, Berkley, William Paterson University, and Rutgers. We have some standing agreements and some potential agreements that we're working on now that we're negotiating with Syracuse and Felician College. We have others that haven't been finalized but once they are you will see them in your Board action. Last year we had 106 students taking dual enrollment courses. There you see the breakdown of the grades. 37% of the students received an A. 44% received a B. 60% received a C. 3% received a D. We did have one student fail a dual enrollment course last year, less than 1% there. We have increased our dual enrollment in each of our grades. Our tenth, eleventh and twelfth graders have all seen an increase. This is due to increase in our budget for dual enrollment. One thing that's important to realize is that we're still in the fall semester. Colleges go by semester. In the spring these number will change. We will have some additional courses in the spring. We have students graduating. Some are leaving with nine credits this year and some potentially more. Several of our district dual enrollment courses – calculus, statistics, chemistry, and foundations of health and wellness, just to name a few. We've expanded the field with the articulation agreements. Paterson curriculum, as I mentioned. Teachers approved by the college. Every articulation agreement is different. For example, some will give you the transcript from the college that is issued. Some of the courses that we're offering – marketing I, marketing II, medical terminology, and medical assistance. We are up to 357 this year. I have to say we're proud of that fact because last year during our winter and spring semesters the C&I team went out, worked with colleges, and negotiated excellent articulation agreements to help our students. Future plans – obviously we want to increase our university and college partnerships. We want to increase the number of students leaving with 15 or more credits. We're hoping at some point to leave with anywhere from 24 to 36 in the near future. The ultimate goal is to actually graduate with a high school diploma and an associate's degree. Right now, our dual enrollment is primarily in our buildings and campuses. We like more of an exposure in a college classroom with a college professor. We are working on different programs where a senior has a senior year at the college. He's still part of our school, but he goes there to take his courses and earn his credits. Are there any questions?

Comm. Hodges: I'm very happy to see those numbers. I'm certainly pleased that two of the areas that you're working on are medical technology and medical assistant. Are those courses standard courses that we teach across the board? Or are they special courses?



Mr. Crespo: That in particular you would find at HARP Academy.

Comm. Hodges: They're using the curriculum at HARP Academy as a dual enrollment.

Mr. Crespo: Yes. The curriculum that was developed here in Paterson Public Schools used by HARP Academy was accepted by the college and the teacher resumes and credentials.

Comm. Hodges: I'm glad you said that. What I don't see here is calculus, physics, and biology. That's what I'm hoping to see as well. The reason why I want to see that is because if we're able to produce a curriculum that encompasses all those at our current levels, then we've increased the standard of what we're offering our students. I'm hoping that we can do that in one of the areas, somewhere in math and somewhere in science, so that when they go to whatever college they will receive credit for it, but also it will be the standard here that our students are receiving. It won't be out of the ordinary.

Mr. Crespo: Specifically towards articulation agreements or dual enrollment where it's the college syllabus?

Comm. Hodges: Both. I really want the dual enrollment because if we're teaching at the college level, then we're doing the job that we need to be doing. Then they can pick up credits in dual enrollment. That's a wonderful thing because that becomes where we are.

Mr. Crespo: We can provide a list of what we're currently offering for dual enrollment for you.

Comm. Hodges: Okay. Thank you very much.

## **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 September 28, 2018, beginning with check number 213175 and ending with check number 213246, and direct deposit number 240 and ending with 253, in the amount of \$10,945,575.84;

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. Capers, seconded by Comm. Simmons that Resolution No. 1 be adopted. On roll call all members voted in the affirmative. The motion carried.**

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

Comm. 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.

### CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Teresa Afonso	Rutgers Continuing Studies School Transportation Supervisors Program	September 8, 15, 22, 29, 2018 October 6, 13, 20, 2018	\$1,079.94 (registration)
Supervisor/Transportation	New Brunswick, NJ		
Eric Crespo	Houghton Mifflin Harcourt: District Data and ESSA Priorities	October 16, 2018	\$35.38 (transportation)
Associate Chief Academic Officer	Princeton, NJ		
Joanna Tsimpedes	Houghton Mifflin Harcourt: District Data and ESSA Priorities	October 16, 2018	\$35.38 (transportation)
Executive Director of C&I/Academic Services	Princeton, NJ		
Hector Montes	Foundation for Educational Administration (FEA)	October 18-19, 2018	\$292.00 (registration)
Principal/NRC	Monroe Township, NJ		
Carl Cascone	NJ Science Convention	October 23, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Danielle Hoffman	NJ Science Convention	October 23, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Kathleen Sayad	NJ Science Convention	October 23, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Carlo Estime	NJ Science Convention	October 24, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Edward Lesser	NJ Science Convention	October 24, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Marianne McCoshen	NJ Science Convention	October 24, 2018	\$175.00 (registration)
Science Teacher/STEM	Princeton, NJ		
Gilman Choudhury	2018 Promise Neighborhoods National Network Conference	October 24-25, 2018	\$1,298.50 (transportation, lodging, meals)
Supervisor/FCE	Arlington, VA		

William Kemper McDowell	2018 Promise Neighborhoods National Network Conference	October 24-25, 2018	\$1,298.50 (transportation, lodging, meals)
Director/FCE	Arlington, VA		
Jenna Goodreau	NJDOE 21 <sup>st</sup> CCLC Project Director Workshop	October 30, 2018	\$32.68 (transportation)
Director/FSCS	Hamilton Township, NJ		

TOTAL CONFERENCES: 13  
TOTAL AMOUNT: \$5,122.38

\*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**

WHEREAS, the Paterson Public School approves payment for the gross direct deposits dated 8/15/18 in the grand sum of \$84,232.14 beginning with direct deposit number D003030580 and ending with D003030637 for Summer Savings Payments.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks dated 8/30/2018 in the grand sum of \$84,231.84 beginning with check number DD3032251 and ending with DD3032308 Summer Savings Payments.

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

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 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, the Fiscal Year 2018-2019 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 5 in the amount of \$1,492,153 for (Senator Frank Lautenberg School) Grant Agreement Start Date: 9/1/2018 Grant Agreement End Date: 8/31/2019 is to be expended within the following categories:

Salaries/Stipends	523,785
Other Purchased Services	3,495
General Supplies	4,711
Other Objects	3,000
Other Salaries	541,833
Benefits	303,876
Purchased Professional	15,000
Other Purchased Services	6,400
Supplies and Materials	2,254
Other Objects	13,000
<u>Indirect Costs</u>	<u>74,799</u>
	<b><u>\$1,492,153</u></b>

BE IT RESOLVED, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for (Senator Frank Lautenberg School) in amount of \$1,492,153. for the grant period of 09/01/18 through 08/31/19 for the purposes stated above.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 4 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### Paterson Board of Education Standing Abstentions

Comm. 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, the Fiscal Year 2018-2019 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 5 in the amount of \$1,430,284 for (School New Roberto Clemente) Grant Agreement Start Date: 9/1/2018 Grant Agreement End Date: 8/31/2019 is to be expended within the following categories:

Salaries/Stipends	884,912
Purchase Prof	7,875
Other Purchased Services	29,755
General Supplies	2,535
Other Objects	2,738
Other Salaries	217,563
Benefits	217,548
Purchased Professional	5,250
Travel	2,500
Other Purchased Services	960
Supplies and Materials	543
Other Objects	13,054
<u>Indirect Costs</u>	<u>45,051</u>
	<b><u>\$1,430,284</u></b>

BE IT RESOLVED, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for School New Roberto Clemente in amount of \$1,430,284.00 for the grant period of 09/01/18 through 08/31/19 for the purposes stated above.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 5 be adopted. On roll call all members voted in the affirmative. The motion carried.**

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

Comm. 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 Community Charter for route CC319 that was previously canceled due to the bus company being unable to fulfill the route; provide quoted transportation to Paramus High school and CTC academy for students with special needs, as per their IEPs. Finally, this resolution is to also provide quoted transportation to Garrett Morgan Academy and Martin Luther King Jr. 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	GMAGBQ	\$215.00	48	\$ 10,320.00
KRIS TRANSPORTATION	MLKWANQ	\$178.00	48	\$ 8,544.00
AAA SCHOOL	PHS119Q	\$234.00	48	\$ 11,232.00
AAA SCHOOL	CTCS419Q	\$255.00	48	\$ 12,240.00
SARAH TRANSPORTATION	CC319Q	\$309.00	59	\$ 18,231.00
				<b><u>TOTAL: \$ 60,567.00</u></b>

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 6 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### Paterson Board of Education Standing Abstentions

Comm. 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, approving the following 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 Paterson pupils to in- district special needs education programs and to various in district schools for the 2018-2019 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with Sussex County Regional Transportation Cooperative, PO Box 1029, Hopatcong, New Jersey 07843, and the District agrees to the terms of the contract for the 2018-2019 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2018-2019 school year with the Sussex County Regional transportation Cooperative, as follows:

Route	School (s)	Days	Route(incl.surcharge)	Date
	In District Students/Displaced/DCPP		Route Cost + 4.0% fee	
Q-188	Edward Kilpatrick	50	\$282.00(\$14,100 + \$564.00)=\$14,664.00	9/13/2018 – 11/30/2018
Q-189	Dr. Martin Luther King Jr. School	48	\$389.00(\$18,672 + \$746.88)=\$19,418.88	9/13/2018 – 11/28/2018
Q-191	Dr. Martin Luther King Jr. School	48	\$389.00(\$18,672 + \$746.88)=\$19,418.88	9/13/2018 – 11/28/2018

BE IT FURTHER RESOLVED, each 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 renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Sussex County Regional Transportation Cooperative, PO Box 1029, Hopatcong, New Jersey 07843, to transport special needs pupils to their respective schools in district for the 2018-2019

school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 51,444.00
Management Fee Account #110002703506850000000000	\$ 2,057.76
<u>Cost</u> for the 2018-2019 school year	<u>\$ 53,501.76</u>

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.**

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

Comm. 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 routes 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 for students with special needs attending in district and out of district schools, as per their IEPs; and students that are displaced under the McKinney Vento Law attending in district schools. 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
NJ TRANSPORTATION	MCV420Q	\$ 227.00	44	\$ 9,988.00
NJ TRANSPORTATION	DTP19Q	\$ 236.00	46	\$10,856.00
NJ TRANSPORTATION	MLKULAQ	\$ 198.99	44	\$ 8,712.00
NJ TRANSPORTATION	MCVAS3Q	\$ 169.99	46	\$ 7,819.54
PRESTIGE XPRESS	DAME19Q	\$ 170.00	45	\$ 7,650.00
				<b>REGULAR EDUCATION TOTAL: \$16,531.54</b>
				<b><u>SPECIAL EDUCATION TOTAL: \$28,494.00</u></b>

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 8 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. 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 for students with special needs to in district and out of districts schools, as per their IEPs; and students that are displaced attending in district schools, 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
WE CARE SCHOOL TRANS	EWK11B	\$ 295.00	48	\$ 14,160.00
TASNEEM TRANSPORTATION	NJHS119Q	\$ 298.00	50	\$ 14,900.00
KRIS TRANSPORTATION MCV1Q		\$ 255.00	48	\$ 12,240.00
				<b><u>TOTAL: \$ 41,300.00</u></b>

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 9 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. 10**

WHEREAS, approving the following quoted routes 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 for students with special needs to out of districts schools, as per their IEPs; and students that were removed from their home and placed elsewhere as per DCP&P, attending in district schools. 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
ALDIN TRANS	MLHS19Q	\$ 278.00	48	\$ 13,344.00
KRIS TRANSPORTATION NEWBQ		\$ 284.00	49	\$ 13,916.00
KRIS TRANSPORTATION HALDQ		\$ 147.00	46	\$ 6,762.00
KRIS TRANSPORTATION PS6DQ		\$ 144.00	46	\$ 6,624.00
				<b><u>TOTAL: \$ 40,646.00</u></b>

### **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 Edward W. Kilpatrick and Rutland Center 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
R & MAY TRANSPORTATION	EWK118A	\$ 220.00	51	\$ 11,220.00
R & MAY TRANSPORTATION	RUT118B	\$ 220.00	51	\$ 11,220.00
KRIS TRANSPORTATION	RUT118A	\$ 240.00	51	\$ 12,240.00

#### **Resolution No. 12**

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 Mountain Lakes High School for students with special needs, as per the IEP; and to transport AHA students to the Boys and Girls Club for gym. 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
SAFE STUDENT	AHAGYM119Q	\$ 125.00	48	\$ 6,000.00
SAFE STUDENT	AHAGYM219Q	\$ 125.00	48	\$ 6,000.00
TASNEEM	MLHS119Q	\$ 168.00	53	\$ 8,904.00
				<u>TOTAL: \$ 20,904.00</u>

### Resolution No. 13

WHEREAS, approving the following 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 Paterson pupils to in- district special needs education programs and to various in district schools for the 2018-2019 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with South Bergen Jointure Commission, 500 Route 17 South, Hasbrouck Heights, New Jersey 07604, and the District agrees to the terms of the contract for the 2018-2019 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2018-2019 school year with the South Bergen Jointure Commission, as follows:

Route	School (s)	Route(incl.surcharge)	Date
MLK	Special Education In District 18-19	17,984.00 + 522.82 fee	9.18.18 -11.30-18

BE IT FURTHER RESOLVED, each 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 renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE BE IT RESOLVED, this resolution, to jointure with the South Bergen Jointure Commission, 500 Route 17 South, Hasbrouck Heights, New Jersey 07604, to transport special needs pupils to their respective schools in district for the 2018-2019 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 17,984.00
Management Fee Account #110002703506850000000000	\$ 522.82
Cost for the 2018-2019 school year	\$ 18,506.82

### Resolution No. 14

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 School 2 for students with special needs, as per their IEP's. This route is being quoted due to Best School Bus previously cancelling due to their inability to fulfill the route. 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
	PS2S819Q	\$ 268.99	53	\$ 14,256.47

### **Resolution No. 15**

WHEREAS, approving the following quoted routes 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 Sawtelle Learning Center 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
NJ TRANSPORTATION	SAW219Q	\$237.99	48	\$11,423.52

### **Resolution No. 16**

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 Alexander Hamilton Academy for a student with special needs traveling in a wheelchair, 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
AAA SCHOOL	AHA319WQ	\$ 196.00	51	\$ 9,996.00

### **Resolution No. 17**

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 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
AKA SCHOOL TRANS.	EWKS619Q	\$ 213.00	42	\$ 8,946.00

#### **Resolution No. 18**

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 for students that are displaced, under the McKinney Vento Law attending in district schools. 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	MCV27Q	\$ 189.00	44	\$ 8,316.00

### **Resolution No. 19**

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 for students that are displaced, under the McKinney Vento Law attending School 3. 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	MCV3Q	\$ 189.00	42	\$ 7,938.00

### **Resolution No. 20**

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

WHEREAS, approving the addendum to add an aide to route PS4S619 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:

Contractor	Route #	Aide Cost	# of Days	Total Cost
R & MAY TRANSPORTATION	PS4S619	\$33.00	179	\$ 5,907.00

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 an aide to route PS4S619 for the remainder of the 2018-2019 school year. This shall take effect with the approval signature of the State District Superintendent.

### Resolution No. 21

WHEREAS, approving the cancellation of 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 cancel and approve transportation for in district students for the remainder of the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to approve starting route CLGA219, from PPS Bid 531-19, 14 days earlier, to replace cancelled quoted route CLGA219Q; for the remainder of the 2018-2019 school year. Route listed below is being cancelled due to F&A Transportation's poor performance. This shall take effect with the approval signature of the State District Superintendent.

**Cancelled Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
F&A TRANSPORTATION	CLGA219Q	\$289.00	(14)	(\$ 4,624.00)

**Approved Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
FIRST STUDENT	CLGA219	\$259.00	14	\$ 3,626.00

## Resolution No. 22

WHEREAS, approving the cancellation of 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 cancel transportation for in district special needs students for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to cancel route EHSS619 from Bid 529-19. Transportation is being cancelled due to the lack of students riding the bus and we were able to combine with another route. This shall take effect with the approval signature of the State District Superintendent

### Cancelled Route:

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
STATION WAGON SERVICES	EHSS619	\$ 245.00	(175)	(\$ 42,875.00)

## Resolution No. 23

WHEREAS, approving the cancellation of 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 cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to cancel route CC319 from Bid 529-19. Transportation is being cancelled due to the bus company being unable to fulfill the route. This shall take effect with the approval signature of the State District Superintendent

**Cancelled Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
BEST SCHOOL BUS	CC319	\$ 226.00	(182)	(\$ 41,132.00)

**Resolution No. 24**

WHEREAS, approving the cancellation of 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 cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to cancel route NJHS119 from Bid 528-19. Transportation is being cancelled due to the bus company being unable to fulfill the route. This shall take effect with the approval signature of the State District Superintendent

**Cancelled Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
SWIFT MEDICAL SERVICES	NJHS119	\$ 219.00	(177)	(\$ 38,763.00)

**Resolution No. 25**

WHEREAS, approving the cancellation of 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 cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to cancel route HRZS119 from Bid 528-19. Transportation is being cancelled due to the student moving out of state and no longer attending Horizon School. This shall take effect with the approval signature of the State District Superintendent

**Cancelled Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
4 DIAMOND	HRZS119	\$175.00	(0)	(\$ 31,500.00)

**Resolution No. 26**

WHEREAS, approving the cancellation of 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 cancel transportation to out of district schools for the 2018-2019 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students; 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, is to cancel quoted route MLHS119Q transporting students with special needs to Mountain Lakes High school. Transportation

is being cancelled due to the bus company being unable to fulfill the route. This shall take effect with the approval signature of the State District Superintendent

**Cancelled Route:**

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
TASNEEM TRANSPORTATION	MLHS119Q	\$ 226.00	(45)	(\$ 7,560.00)

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution Nos. 10 through 26 be adopted.**

Comm. Capers: On Item 21, it says we're getting rid of the company due to poor performance. What was the poor performance? It says we're cancelling routes because the company was unable to fulfill the routes.

Ms. Lisa Vainieri: They were late and failure to pick up. We just had problems with them every day. We got rid of them. We gave it to legal.

Comm. Capers: Did they lose all their routes?

Ms. Vainieri: No, just that route. That was the route we had a problem with.

Comm. Capers: Can we get an updated list of how many violations these companies have so far since school started? You don't have to tell us.

Ms. Vainieri: We don't usually violate the first week of school. We had a rough start with companies. We didn't fine anybody. We just tried to deal with each problem and resolve it as quickly as we could.

Comm. Capers: On 23, it said that they were just unable to fill the route. The company won the bid, but couldn't handle the route?

Ms. Vainieri: Yes, that's No. 14 that was cancelled. It was replaced by US student. This was the second route this year that we've dropped for them for poor performance. They quit on us for one route and the other route we just kept having problems with. We got rid of them. One of them we gave to legal and one we didn't because it was a quote.

**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. 27**

Whereas, the John F. Kennedy High School Complex will accept a donation of the installation of sixty (60) lockers for the Athletic Department.

Whereas, the Boys and Girls Club of Paterson will donate the lockers to the student athletes participating in athletics at John F. Kennedy High School Complex.

Whereas, all students districtwide that participate in athletics at Kennedy High School will benefit from this donation. The students will utilize the lockers to secure their personal property, equipment and athletic materials to be better prepared for practices and games.

Therefore Be It Resolved, the Paterson Public School District will approve the donation of lockers from the Boys and Girls Club of Paterson to the Athletic Department at John F. Kennedy High School Complex.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 27 be adopted.**

Comm. Capers: It's a great thing that the Boys and Girls Club have done. We had an issue last year when a company or individual donated air conditioners to the school. The air conditioners were already in and we had to vote on it afterwards.

Comm. Castillo: They don't have this yet.

Comm. Capers: These lockers are installed in Kennedy High School.

Comm. Castillo: They're not installed. The Superintendent has taken that in place. Before we get anything in the district, we have to approve it first. Any donation, as great as it is, requires our approval.

**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. 28**

Whereas, The New Jersey Community Development Corporation, wishes to donate to School 2 in Paterson, New Jersey, to provide us with funding to support the cost for the School 2 Fall Harvest Festival at 22 Passaic Street in Paterson, NJ. The Fall Harvest

Festival will allow an opportunity for the school Climate and Culture Team to raise money for student assemblies and incentives for improved student academic achievement and student attendance.

Whereas, The New Jersey Community Development Corporation is providing funds to assist School 2 in providing experiences for our students as well as develop relationships with our students, parents, and the community. It will allow the school to promote the district's and the school's expectations for academics and attendance.

Whereas, The Paterson Public Schools, supports and encourages Paterson Public School Number 2 to accept the donation of \$1000 for the cost of the Fall Harvest Festival. The funds will be used to rent the inflatable patriotic obstacle course, bounce house, a cotton candy machine, and a popcorn machine from NJ Fun Services. Pumpkins will also be purchased for students who come and participate. The Fall Harvest Festival is scheduled for Monday, October 8, 2018. The hours will be from 10am to 3pm.

Whereas, upon completion of the Fall Harvest Festival, the school Culture and Climate Team will begin planning assemblies and discussing incentives for students who have shown growth in both the academics and attendance.

Whereas, The Paterson Public School Strategic Plan, District Priority III: Family and Community Engagement Goal 4-Partnership with Community Organizations, Agencies and Institutions. This partnership will contribute to a continued partnership with the community organization. Also, District Priority I: Effective Academic Program- Goal 4 Create student centered supports where all students are engaged in school.

Be It Resolved, that the Paterson School District approve this educational opportunity for P.P.S. #2.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 28 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. 29**

**Approval to Accept: Grants Under the Full-Service Community Schools Program Continuation Grant CFDA  
Number: 84.215J for October 1, 2018- September 30,2019**

Whereas, the Strategic Plan for Paterson Public Schools, Brighter Futures, 2014-2019, (Priority I: Goals 1- 5) reflects the districts commitment to preparing all students for college and their future career via the implementation of a wide array of high impact interventions to accelerate student achievement. Additionally, the district aims to create a culture which is inviting and responsive to the needs of our students, parents, and community, as all stakeholders are needed to help support our mission and to play an active role in its achievements; and

Whereas, a total of \$4,570,250.00 has been allocated by The Fund for the Improvement of Education (FIE), which is authorized by section 5411 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), supports nationally significant programs to improve the quality of elementary and secondary education at the State and local levels and help all children meet challenging academic content and academic achievement standards for the time period of up to 48 months, beginning October 1, 2015 through September 1, 2020, with the maximum funding for each award year being capped at \$500,000.00; and

Whereas, the Full-Service Community Schools (FSCS) program, which is funded under FIE, encourages coordination of academic, social, and health services through partnerships between (1) Public elementary and secondary schools (2) the schools' local

educational agencies (LEAs); and (3) community-based organizations, nonprofit organizations, and other public or private entities; and

Whereas, the purpose of this collaboration is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children; and

Whereas, the Full-Service Community Schools program is a "place-based" program that can leverage investments by focusing resources in targeted places, drawing on the compounding effects of well-coordinated actions. Place-based approaches can also streamline otherwise redundant and disconnected programs; and

Whereas, the evaluation plan describes the evaluation design, indicating: (1) What types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the this data will be used to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance for a continuation award in the amount of \$499,928.00 to be used toward Public School Senator Frank R. Lautenberg and Public School Number 15 Full Service Community Schools for the period beginning October 1, 2018 through September 30, 2019, and authorize a contribution of matching and in-kind services as required.

### **Resolution No. 32**

Family & Community Engagement/ Full Service Community Schools- Office of First Lady Tammy Murphy's – "Family Festival in Paterson"

WHEREAS, The Department of Family & Community Engagement /Full Service Schools in concert with Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement; and

WHEREAS, The Department of Family & Community Engagement /Full Service Community Schools will host with the Office of First Lady Tammy Murphy a "Family Festival in Paterson " event on Sunday, October 14, 2018 at Paterson Public Schools' Senator Frank R. Lautenberg Full Service Community School, located at 137 Carol Street in Paterson from 1:00 PM to 4:00 PM; and

WHEREAS, The Office of First Lady Tammy Murphy seeks to connect Paterson families and Paterson Public Schools' families with local, county, and state resources with the

goal of reducing the barriers to care that contribute to poor maternal and infant health outcomes; and

WHEREAS, Paterson Public School John F. Kennedy's School of Education and Training Dual Enrollment will provide student volunteers from various school-based clubs, including the Dual Enrollment Class, Child Development Class, Student Government Association, National Honor Society, Girls with Pearls Club, Guys with Ties Club, Interact Club, and SET of Diamonds Club; and

WHEREAS, the said event comes at no additional costs to the district; and

NOW, THEREFORE BE IT RESOLVED, that the Board of Education approves that the Department of Family & Community Engagement/Full Service Community Schools and the Office of First Lady Tammy Murphy will host the "Family Festival in Paterson" event at the Senator Frank R. Lautenberg Full Service Community School, that will gather organizations from across the State to provide more information regarding their services to families in need: in Paterson.

### **Resolution No. 33**

#### **Approval of School 15 and SFLS FSCS Site Coordinators to Attend the Promise Neighborhoods Conference 2018**

WHEREAS, the participation of School 15 and Senator Frank Lautenberg School's Full Service Community Schools Site Coordinators at the Promise Neighborhoods Conference 2018 supports the Brighter Futures District Strategic Plan in Priority I: Effective Academic Programs under Goal 4: Create Student Centered Supports where all students are engaged in school; and

WHEREAS, the site coordinators will participate in a variety of workshops at the conference focused on implementing FSCS strategies including extended learning, parent and community education programs, strengthening school and community partnerships; and

WHEREAS, the conference will provide the coordinators with the opportunity to network with other community schools, learn new skills, build new relationships, and go home with tools and inspiration to increase equity and opportunity through community schools; and

WHEREAS, the Federal FSCS Grant provides funding to attend local and national conferences;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the Schools 15 and SFLS FSCS Site Coordinators to attend the Promise Neighborhoods Conference 2018 for up to and to not exceed \$1,930.00.



## **Resolution No. 34**

Approval to Accept: Full-Service Community Schools Program Grant  
CFDA Number: 84.215J for October 1, 2018- September 30, 2019

Whereas, the Strategic Plan for Paterson Public Schools, Brighter Futures, 2014-2019, (Priority I: Goals 1- 5) reflects the districts commitment to preparing all students for college and their future career via the implementation of a wide array of high impact interventions to accelerate student achievement. Additionally, the district aims to create a culture which is inviting and responsive to the needs of our students, parents, and community, as all stakeholders are needed to help support our mission and to play an active role in its achievements; and

Whereas, the Full Service Community Schools Program is newly authorized by sections 4621-4623 and 4625 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), supports the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools for the time period of up to 60 months, beginning October 1, 2018 through September 1, 2023 with the maximum funding for each award year being capped at \$500,000.00; and

Whereas, the Full-Service Community Schools (FSCS) program, which is funded under FIE, encourages coordination of academic, social, and health services through partnerships between (1) Public elementary and secondary schools (2) the schools' local educational agencies (LEAs); and (3) community-based organizations, nonprofit organizations, and other public or private entities; and

Whereas, the purpose of this collaboration is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children; and

Whereas, the Full-Service Community Schools program is a "place-based" program that can leverage investments by focusing resources in targeted places, drawing on the compounding effects of well-coordinated actions. Place-based approaches can also streamline otherwise redundant and disconnected programs; and

Whereas, the evaluation plan describes the evaluation design, indicating: (1) What types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the this data will be used to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings;

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance for a continuation award in the amount of \$499,668.00 to be used toward

Public School 2 and John F. Kennedy Educational Complex Full Service Community Schools for the period beginning October 1, 2018 through September 30, 2019, and authorize a contribution of matching and in-kind services as required.

**It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution Nos. 29, 32, 33, and 34 be adopted.**

Comm. Simmons: How are the schools chosen for the grants? How do we choose which schools become Full Service?

Ms. Jenna Goodreau: Good evening. How are the schools chosen? We meet with our internal Full Service team. We talk with the assistant superintendents. We meet with the Deputy. We speak with the Superintendent. Then we decide based on a number of factors. We also have to determine the most competitive route we can take for the application. This is a nationwide application. This year we chose a strategy to develop a cradle-to-career approach, which is developing a pipeline of services from pre-k to college for our students.

Comm. Hodges: These are the schools that are more able to do that? Or the ones that need it the most?

Ms. Goodreau: We looked at need. We also looked at schools that have current partnerships to maximize our budget. One of our goals was to select a high school for Full Service because we have several for elementary schools.

Comm. Hodges: Superintendent Shafer, I really need a map of what's going on at each school so I have a sense. We're going to be doing some planning down the road. I need to know what's going on at each school and what kinds of programs are going on. It will help with our ESSA reports. If we're planning where we put our money and our efforts and what kinds of schools, those are the kinds of discussions we're going to have to have. What schools? What kinds of programs down the road? We need a map of that now so we can talk about what should change, what shouldn't change, what should be enhanced, and so forth. That's one of the things. This kind of thing is interesting, but it doesn't help me understand the greater need out there. This is very good, but I need to know what else is happening and who is not getting this kind of service, and how we find ways to get them this kind of service so we're can bring them where they need to be. That's why I'm calling for the map.

Ms. Shafer: We're working on the equity plan and we're also working on an elementary and high school review. We're looking to see if they have partnerships or after-school programs. It's going to take time, but you will get that.

Comm. Hodges: Thank you.

Comm. Castillo: For example, Kennedy, since they already have a partnership with NJCDC and the city that made it prone to be a community service school.

Ms. Goodreau: Correct. For example, an after-school program is a requirement for the Full-Service Community School grant. They currently have a partnership with NJCDC, which funds their after-school program. We can better leverage our funding to put into more community programs. We have our health counseling for students and other programs at John F. Kennedy and different grants and NJCDC is already taking care of after-school.

Comm. Castillo: This makes it our sixth or seventh community service school?

Ms. Goodreau: Our seventh. Likewise with School No. 2, they have an existing partnership with Oasis. Oasis already runs a parent education program. They have a lot of different offerings. That's another required component of the grant. That's something that we don't have to fund because they're already doing it. When we collect data, we will be able to access that information for our grant.

Comm. Redmon: The two schools that I think should be included for the next round should be School No. 12 and School No. 10.

Comm. Simmons: Definitely School No. 12. If you look at the concentration of Full-Service Community Schools, most of them are in the same geographic area. We might want to look at that.

Ms. Goodreau: I definitely understand that factor. However, for this particular grant with our approach in developing that pipeline of services the geography actually worked in our favor. That was one of the components of our grant submission. We printed a map that showed the relation of the preschool to elementary to high school to show how there are supportive services along every track that the student may follow from age 3 through high school, and also developing a partnership with a college.

Comm. Redmon: Most of our students from School 12 go to Kennedy. That's part of the track to go into the high school so I think that should be included in your next round of schools.

Comm. Schutte: You said Oasis would be the lead agency for School No. 2. Do they currently have a program that's operating out of School No. 2? I know they have a program at Oasis.

Ms. Goodreau: Their programs are currently housed at Oasis, but we are looking to move some of their programming into School No. 2 in addition to the funded activities from the grant.

Comm. Schutte: Does that mean there would be opening of enrollment in their after-school program?

Ms. Goodreau: Yes. We will have an after-school program. Oasis will continue to operate their after-school program out of their own facility and will have a sister program at School No. 2 for School No. 2 students.

**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. 30**

Whereas, The Academy of Health Science has researched and planned a blood drive for students, staff, families and community members as a school-wide community service project and practical learning experience for the students in this themed based academy.

Whereas, North Jersey Community Blood Services and The Academy of Health Science will host a Blood Drive on October 5, 2018 from 8:30 a.m. to 3:30 p.m. in Room 505 at the Academy of Health Science 5 Colt Street Paterson, NJ 07505 which includes student observation in screening of vital signs and sterile blood collection, and student participation in donor monitoring and post donation vital signs.

Whereas, Paterson Public Schools and The Academy of Health Science wish to further enhance the practical experiences of our patient care students by partnering with an established New Jersey company such as North Jersey Community Blood Services.

Now Therefore, Paterson Public Schools and The Academy of Health Science wish to confirm that The Academy of Health Science is permitted to host the Blood Drive.

**It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 30 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. 31**

Family and Community Engagement/Full Service Community  
Schools' – 2018-2019 "Mental Health Care Fair Oktoberfest"

WHEREAS, The Department of Family & Community Engagement /Full Service Community Schools is concert with Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our

students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.

Goal 3: Expand partnerships with Community Organizations, Agencies, and Institutions,  
Goal 4: Increase parent education opportunities to meet parents' needs; and

WHEREAS, the Department of Family and Community Engagement/Full Service Community Schools will partner with Growing In Grace Counseling Group on their Mental Health Care Fair Oktoberfest at John F. Kennedy Educational Complex; and

WHEREAS, the Department of Family and Community Engagement/Full Service Community Schools will support the facilities request, preparation, commencing on October 13<sup>th</sup> 2018 at 9:00 AM to 5:00 PM; and

NOW, THEREFORE BE IT RESOLVED, the Department of Family and Community Engagement/Full Service Community Schools shall provide parent involvement information and workshop facilitation.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 31 be adopted. On roll call all members voted in the affirmative, except Comm. Arrington, Comm. Hodges and Comm. Simmons 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. 35**

Whereas, the Paterson Public School District supports the Brighter Futures district Strategic Plan in Priority II: Creating and Maintaining Healthy School Cultures: Goal 4: Create/maintain clean and safe schools that meet 21<sup>st</sup> century learning standards.

Whereas, A partnership will be established with Chief Troy Oswald and the Paterson Police Department with the Paterson Public Schools to implement L.E.A.D. in (5) five pilot schools. The pilot schools will be Roberto Clemente, New Roberto Clemente, School No. 12, Great Falls Academy and Urban Leadership Academy.

Whereas, Law Enforcement Against Drugs (L.E.A.D.) will provide 10 lessons during two meetings per month with students in grades 1-12 utilizing the Too Good for Drugs for Curriculum. Lessons will be delivered by two police officers. Target grades will be identified in collaboration with the building principals. L.E.A.D. is committed to reinforcing mutual respect, goodwill and relations between law enforcement and their communities. The program will begin October 22, 2018 through June 24, 2019.

Therefore Be It Resolved, that the Paterson Board of Education approves the Law Enforcement Against Drugs (L.E.A.D.) program in 5) five pilot schools to work with students in grades 1-12 utilizing social and emotional learning to work through fun and interactive lessons, building the self-confidence young people need to make healthy choices and achieve success, reinforcing mutual respect, goodwill and relations with law enforcement and their communities. The program will begin October 22, 2018 through June 24, 2019. No cost to the District.

**It was moved by Comm. Redmon, seconded by Comm. Schutte that Resolution No. 35 be adopted.**

Comm. Capers: How is this going to get funded?

Comm. Castillo: The police department is doing it. It's at no cost to the district. The police department is funding the curriculum and they're having instructors come in and teach the classes as well.

Comm. Simmons: It's similar to the DARE program.

Comm. Capers: Okay. Thank you.

**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

**GENERAL BUSINESS**

Comm. Castillo: We have to go into executive session. I don't know how many of the committees have met. If you don't mind, we'll move the committee reports to the Board meeting. I know there has been a scheduling situation with a lot of the committees and we can move the reporting to the general Board meeting. Is that okay with everyone?

Comm. Hodges: I apologize. I was running my mouth earlier. What was the reason for all those additions and cancellations of those bus routes in October?

Comm. Castillo: I don't know if Lisa is still here.



Ms. Shafer: As you know, we're going after their bond because they bid, got the contract, and then they told us they weren't able to adhere to the contract. That was some. There were others for poor performance and lost drivers.

Comm. Hodges: The sheet that's supposed to explain why the delay in the resolution did not tell me why it took so long or why we're doing it now. It explained that we needed new drivers, but it didn't say this was why there was a delay. The whole point of the sheet was to tell you why it's a delay.

Comm. Castillo: It's a question I asked Lisa myself. The special education ones say these are new students that now need to be out of district or need transportation as of this date.

Comm. Hodges: And that's why you're late.

Comm. Castillo: Even the ones that are cancelled, was it due to no drivers or poor performance? We have this whole big page that doesn't give us the actual reasoning why.

## **OTHER BUSINESS**

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

1. Lawyer Client Privilege/Contract (Robert E. Murray, Esq.)

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

Comm. Castillo: Commissioners, we are taking action after this, so don't move anything. We'll be back.

The Board went into executive session at 10:02 p.m.

The Board reconvened the meeting at 10:34 p.m.

### **Resolution No. 36**

WHEREAS, the District wishes to close the sale of old School #5;

NOW THEREFORE BE IT RESOLVED; the District special counsel is authorized to pay the brokers fee in the amount of \$50,000 to Nicholas Real Estate Agency pursuant to their contract of sale with the District and give the purchaser a \$100,000 net credit for the cleanout of the building as required by the contract and the Board President and administrators are authorized to sign all required documents as approved by District Counsel.

**It was moved by Comm. Schutte, seconded by Comm. Simmons that Resolution No. 36 be adopted by the Board. On roll call all members voted in the affirmative, except Comm. Arrington and 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

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

The meeting was adjourned at 10:38 p.m.