

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

June 4, 2018 – 6:23 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

Comm. Vincent Arrington
Comm. Emanuel Capers
Comm. Jonathan Hodges

Comm. Manuel Martinez
Comm. Joel Ramirez
Comm. Nakima Redmon, Vice President

Absent:

Comm. Flavio Rivera
Comm. Kenneth Simmons

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Special Meeting
June 4, 2018 at 6:00 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: I want to welcome all of you to tonight's meeting. Thank you for coming on this beautiful Monday afternoon. Happy Monday! We have Ms. Kathleen from the NJSBA to review our Board self-evaluation.

REVIEW OF BOARD SELF-EVALUATION BY NEW JERSEY SCHOOL BOARDS ASSOCIATION REPRESENTATIVE

Ms. Kathleen Helewa: Good evening. Thank you for having me. My name is Kathleen Helewa and I am your Field Service Representative from New Jersey School Boards Association. I serve Passaic County as a resource for school boards. I'm very pleased to help you out with any kind of Board chores or tasks that you need to do. My contact information is on the back of your packet tonight. This evening, if you have any questions stop me and ask me. If questions come up afterwards, give me a call or an email. I'm always pleased to help. This evening I'm speaking to you about the evaluation process. It's a topic that I know the Board has discussed and endeavored to complete in the past, which is excellent. What we tell School Board members and trustees in our capacity as field service representatives is that the evaluation process really is one of the most important duties of a Board member. It really does answer the question which you should be asking yourselves all the time and your students, public, and students ask of you. What kind of a school district do we have here? How are we doing? What's good about what we do? What needs improvement? There are really two different prongs of that. One is the superintendent evaluation and the other one is the board self-evaluation. We'll talk about these duties. One of them is mandated to be completed by law and that is the superintendent evaluation. We'll talk about that and then we'll also discuss the board self-evaluation. I know that you're probably familiar with that as well. I don't want to tell you things you already know and you're sick of hearing. If you have questions, and I'm just assuming you know something that's real evident to me, by all means stop me and ask me. In any case, every year boards of education are required to evaluate their superintendent, their chief educational officer. The process needs to be done by statute by July 1. Let's walk through how we do that best. What I will tell you is that New Jersey School Boards has an excellent online tool that the Paterson Board of Education is availing itself of. We have revamped the tool. We have improved it. We have worked with New Jersey Association of School Administrators to make it the best instrument that I can be. I'm pleased that the Paterson Board has decided to use that option. Let's walk through it a little bit. This new process was really a collaborative effort between not only my organization which represents boards of education and commissioners like yourselves, but also the New Jersey Association of School Administrators. We had four superintendents on the team who sat down with us for over two years to delve into the process to find out what its current shortcomings were, where it could be improved, why we do it, what speaks to the role of the superintendent, and what speaks to the role of board member. We're really pleased with the tool that we came up with. That being said, this is a tool. It is optional. But it is getting an awful lot of steam. Boards do really appreciate using it and superintendents too. I think you will see why as we walk through this. I will talk about what is new in this process because you may be familiar with our old tool. I believe some of you completed that last year. There are new steps in the process that we believe helps move this to a very good conclusion. We will talk about the templates that we have available for use when you actually write up the written evaluation. If you look at the standards under the red, those are what we're focusing on now. The blue dot on the other side of your slide is what we have been using in the past. You can still use this here. You are the red dot. There is different wording here that I think you might find more attractive. Instead of general responsibilities, we have mission, vision, and core values. Instead of personnel administration, we have operations management. Where did we get these from? Our primary source for this was the new standards which are from the National Policy Board for Educational Administration. They are 10 different standards that speak to the duties of school leadership, not just superintendents, but also principals and other administrators as well. It's online. I don't know if you're familiar with it, but it really is a very visionary document and it speaks to

educational excellence. We do have a part in educational excellence for our children here. Not all of those standards, which were released in 2015 after two years of study and work, are unique to superintendents. We had to go through them and decide what is most pertinent to the superintendent's role and what is not pertinent to the superintendent's role. As you know, you don't evaluate your principals or your director of special services or any other administrator. It's just the superintendent that you're looking at. We also looked at the superintendent's job description. That's a fair basis from which to start. We looked at the tool that we have been using. There are very good things about it. We looked at other states. There were good examples from other states. Ours we did see as being superior, but we've made it even better in our opinion. Also important is that last dot on the slide, consistency with the board's role. In statute, boards and superintendent can use whatever evaluation method they like, but it's difficult for board members to know exactly where to focus their attention and that's what this tool does. We believe that the new standards better reflect the qualities and values of leadership work that is integral to student success. That's really what we're all about here and this instrument is going to address that and determine where your strong points are and where you need to ramp up a little bit if anything. It's where more focus and development is needed and where you'd like to continue. That's all contained in the evaluation process. If we look at the rating scale, that's changed a little bit too. It may be looked at as wordsmithing, but it is actually noteworthy. You will note that on the left side is what we have been used to using – "commendable", "meets expectations", "needs improvement", "unsatisfactory", and "not observed." Things have been adjusted so that we have "exemplary", "proficient", and "area for growth." This has changed from "needs improvement" because sometimes we have superintendents in place who are still growing in their professional career and "needs improvement" has a negative cast to it that may not be applicable in the situations that you are using that rating for. We like a positive outlook. We like things to be student-focused. We think that "area for growth" says it better than "needs improvement." "Unsatisfactory" is unsatisfactory and I'd like to make a note of the "not observed" rating. We've preserved that. That's a rather important one, but it has been misused on occasion. What "not observed" should indicate, when and if you check that off as you've worked through the evaluation, is not a positive and it is not a negative. It is simply not observed. Board members have in the past used that rating to mean something along the lines like "needs improvement." I haven't seen this in action. I haven't seen this standard being fulfilled. That's not observed. "Not observed" is for use when you just simply haven't seen that. Perhaps you are conflicted and you don't work on the personnel committee or with that realm of experience. You would be not observed in that category. If you're a brand-new board member "not observed" in a pretty popular rating, but as a new board member you can and should contribute to the evaluation process. That's a rating that you may find yourself using. That's what that means. It's nothing negative. It's just simply not observed. If there are any questions on that I'm happy to speak to it, but I think it's pretty evident. This one is for information purposes only. This year boards of education such as yourself can choose what we're calling the old CSA evaluation, which is the traditional one, or the new one. Paterson has availed itself of the new CSA evaluation. Next year there will not be a choice. You are wise to get yourselves acquainted with this because this is what we will be using going forward for those school boards who use New Jersey School Boards Association for support in this. We'll take a real quick look, but please stop me if you have any questions on the overview of the evaluation process. We'll look at the legal guidelines, the process itself, and I will just walk you through the online access a little bit. I will tell you that in your booklet we do have the statute and code that's relevant. You don't have to take pictures of any slides or anything. It's on page 18. On my next slide, I have some highlights in red. Let's take a look at those because these are the sorts of things that you can keep in mind without going through all that legalese. The board shall evaluate the performance

of the superintendent at least once a year. This is an annual evaluation. This is something that that you will be using to evaluate the superintendent on her performance over the past year, not in the future. You wouldn't be looking back to the past either. It's about this particular year. Also, the evaluation needs to be in writing. That's important. It's not just a matter of the conference. There needs to be a document. The document is confidential. It is non-operable and it only remains in the superintendent's file and in the board's possession. The evaluation needs to be based on goals and objectives and responsibilities of the superintendent. Our tool does that for you. The whole process needs to be done by July 1. When I say it needs to be done by July 1, the review needs to be written, discussed by the superintendent and the board, and signed by the superintendent and the board of education president and dated July 1. That is what's required in the code. It needs to address the following – areas of strength, needing improvement, recommendations for professional growth, student progress, and growth indicators. Interestingly enough is that second bullet point – areas needing improvement. I am lucky enough to work with boards that are very happy with all aspects of their superintendent's performance and they look at this document and they say it seems kind of negative. What do you mean? We're taking it from the code. It's not like we're doing a dig at any chief school administrator. It's something that we just want you to realize is actually written into your responsibilities. The summary conference meeting, which is the last step in the process before it's signed and dated, needs to be between the superintendent and a majority of the board membership. I'd also like to take a minute to address the fact of conflicted board members. If you have a relative who works in the school district, you are conflicted from participating in this process. Those people aside, a majority of the board membership needs to attend the summary conference in order to be in compliance with the law. Are there any questions? I think you guys know most of this stuff already, but stop me if you need me to. QSAC requirements are changing. We'd like to call your attention to this. Next year the governance portion of QSAC has some significant points tied to the evaluation process. The first of those is that the district board of education needs to have a policy in place for evaluating your superintendent and new members need to be trained in this process within six months of their sitting on the board. This presentation takes care of that requirement. The governance one training also takes care of that requirement, whether you do it online or in person. It needs to be done six months after you've taken office as a new board member. If that doesn't happen, your district is going to lose seven points on your QSAC. That's a big hit and that could be as the result of one person. Self-police. All the good work you're doing here in Paterson should not be held subject to those points by one person. I know you're all on board with me there. Secondly, sub-section B, you have to complete everything by July 1, otherwise you lose six points. That's a Board thing. I'm sure you'll be fine on that as well. Keep in mind that July 1 deadline. When we're talking about what makes a good review, between us and the superintendents that we work with we came up with a list of criteria. You need documentation. You don't go by just a gut feeling or a perception. You need to be able to back up why you feel the way you do. Sometimes it might surprise you as you do a little research into why you're feeling the way you do or why you want to write something down. You start examining the documentation and it may either support your initial conclusion or change it a little bit. Documentation is key. What do ratings mean? When I say someone is really good at something, what do I mean by that? Do you mean the same thing? We have to make sure that ratings are included and that everybody knows what each rating means. What are we doing – goals, leadership standards, that sort of thing. What are you evaluating the superintendent's performance on? That's the criteria portion. Written comments - your superintendent's evaluation should not be just a checklist of what he or she is doing well. It needs to have a narrative in it. That's where the written comments come into place. Not every board member is going to be writing the review. That's the responsibility of one person and it

will be one document, but everyone has a chance to add to that via discussion and it starts with written commentary. Your review is only as good as what you put into it. Evaluation conference – that's the discussion. You write it down and you talk about it. The first step is to talk about it with your superintendent and your second step is to talk about it with the board. Your final step is to talk about the actual document again with the superintendent. We will go through that momentarily. Also, what's important and reflected in code and statute is that this is a majority opinion document. When everyone contributes there is very likely to be an outlier opinion. Maybe not everyone has the same opinion. Maybe not everyone is allied. With all that being said, according to code and statute this is a majority document of the board. The majority opinion is what's going to be written down in black and white. The minority opinion or the outlier opinion can be discussed and sometimes superintendents find that useful, but it does not go in writing. We will talk about that in a little bit. If you were here last year, you're familiar with the evaluation process calendar. At NJSBA, we believe that this should be a year-round process so that at any time you know how your district is progressing towards the goals. How is your superintendent doing in those areas? Does your superintendent need more support from the board? Have circumstances beyond the board's control changed the ability of the superintendent to fulfill the goals that the board has adopted for the district back in the summer? This calendar is also in your book. It is on page 5 so you don't have to take pictures of this or anything. It starts pretty much from district goal-setting. The board and the administration discuss and the board adopts the district goals for the upcoming school year. Throughout the year the superintendent furnishes the board and the community with progress towards district goals and updates on those. The new step that we are advocating is the evaluation preconference. From that discussion the superintendent, who is using our option, goes into our system at NJSBA.org and evaluates herself on her progress towards district goals and her performance under leadership standards. Then each individual board member, after she is done, will go into NJSBA.org, type in their credentials, and they will individually review the superintendent based on section one, progress towards goals, and section two, the leadership standards. When all of the board members who are non-conflicted have completed that process then I as your field service representative will compile all of those contributions into one document. Everyone's contributions are recorded anonymously in the document and everyone will get a copy of that document to discuss. What happens at that point is that the superintendent is issued a Rice Notice and at its next meeting the board goes into executive session with its non-conflicted members and discusses the results of the evaluation tool that's on NJSBA.org. What does everyone think about our performance towards district goals? How have things worked out this year according to what we have written down here? What are the comments that my other board members have shared? How about the leadership standards? Where are we shining? Where are we not? What is the message that we want to put in our review? What is the message that we think will be most helpful for our superintendent to note to advance student achievement in the district? At that point, your board president or her designee will write the actual review. We have templates. Then the superintendent is given a Rice Notice. In advance of the next meeting she is provided with a copy of the review that the board has written. Then you meet in executive session for what is called the summary conference. That is where the discussion of the formal review takes place. The review is written. It's just a discussion about the review. This is where you can discuss that minority viewpoint that I was talking about. It can't be in writing, but you can talk about it in executive session at the summary conference. Again, the superintendent is issued a Rice Notice. If she wants to have this discussion in public session, that's perfectly fine, but generally they happen in executive session, as I'm sure you know. After that, it's signed and dated. The superintendent has 10 days to attach any documentation that she would like to. It does not need to be approved by the board, but it does go into her folder. Then the process starts all over

again with goal-setting in the summer. If you keep to that and you keep it all done by July 1, then you're in good shape. We recommend at New Jersey School Boards that at your reorg meeting you make sure that you have enough calendar meetings for this process. You want to look at what meeting is closest to July 1 and then you work backwards. That will be our summary conference. The meeting before that is when we are going to go in and discuss the evaluation results. The meeting before that is when we're going to have our preconference. That's a helpful thing that my boards have been doing at reorg in January and it does really make a difference. With the new QSAC coming along and those changes, it's probably more important than ever to follow that format. I have a sample evaluation calendar in your booklets and I also have a worksheet that you can use when you're establishing this for next year. What is this pre-evaluation conference that I'm talking about? This is something that wasn't really advocated, although some boards were doing it with the old tool. Your board discusses progress on district goals at certain times, most likely quarterly, perhaps monthly. There's established dates on which you discuss progress towards district goals. This is different. This is either the last update on progress towards goals or what is most helpful if you do the annual review. You look back to the first update and you go from there. It's a comprehensive discussion of what the year was like between the superintendent and the board. Again, emphasis on discussion - this new process is a lot more about talking to each other, getting at what the data actually means, and what the Board needs to do to advance student achievement than just clicking off ratings on a computer. This is discussion-based and this is your first step in the discussion. Your superintendent could elucidate to you what you can expect when you go in to review her. What kind of documentation is she going to give you as proof that she has made progress on goals or that she has achieved these leadership standards? You can ask questions about the things that you are going to see. Let's face it. Although we're working with these six different leadership standards, different leadership standards have different levels of importance to different boards. For you standard 1 may be a lot more important than it is to the people in Stanhope. We need to discuss that so your superintendent is ready for that and so that you're ready to evaluate the superintendent. At the end of the day, what the superintendent pre-evaluation conferences likes is that everyone is on the same page as we go forward. That's the real value in that. Once the process is under way, the goals assessment is your first part. It looks a lot like it has been looking for the past 10 years. Your superintendent enters the district goals, evaluates herself, and then Board members rate her either "achieved", "satisfactory", "progress made", or "little or no progress made." It's pretty self-explanatory. What is new is the standards assessment, which is pretty exciting. I hope it's easy for you to follow. We can look at standard #1 on page 7. That's where this is coming from. This is what you will be looking at, if you haven't done this already. First of all, the standard is fully defined. Each standard is defined from standard #1 to #6. What is that exactly? Sounds great, but not everybody really knows what that means and there's no substitute for clarity. We have spelled it out for everyone. We have also spelled out what each of the ratings mean. Sometimes I've noticed, and you've probably noticed in doing this in the past that one person's proficient is another one's commendable. That's not something that we want going forward. We have defined each indicator unique to the standard. If you flip this over and you look at standard #2, you will see that the definition of "exemplary" is different, as it should be. That's a big help to boards right there, I believe. The next section is sample resources for standard #1. These are resources for you superintendent to consider. What's very exciting about this – and for me as a former board member I wish I had this when I was reviewing my superintendent – is the superintendent selected evidence for standard #1. Your superintendent now has the ability to add live links to the online evaluation. So when you're talking about standard #1 and you're wondering I think she's pretty good at it, but let me go through my notes and try to find evidence of our mission statement, our vision, and our values,

where would I find that? Everyone will have equal access to the selected evidence that your superintendent has input. That is not only a real time saver, but it gets everybody on the same page. From there, after examining that, you rank your superintendent's performance on the standard #1 based on seven different indicators for each standard. Each seven is unique to the standard. Then what is new and different and almost an oversight in our last evaluation is that after you've done ranking your superintendent's performance on the indicators, you rate her performance on the standard itself as a whole. We want to know how you're doing on the standard, not just the indicators. The indicators are just a tool to see whether or not someone has fulfilled the standard. At this point, after you're done doing the seven indicators, you reflect on what you've decided, look at the graphic, look at your comments, and then put in your final rating. It's not prefilled. I've had board members and trustees ask me, does that mean if I go back and forth between "proficient" and "exemplary" the computer will automatically fill in which one it is? It's not. This is a thinking exercise. There's nothing really automatic about it. Honestly, it should be. That's not a bad thing. I mentioned before, and I'm sure you agree, comments are very important. That's really the discussion starter. Our tool will not let you advance unless you put some comments in there. Think about it and add a thoughtful commentary. When the document is compiled, everyone's comments will be part of that. They will not be attributed to everyone. They will be anonymous and I think that is a good springboard for discussion. After everyone who is not conflicted has completed this, or at the very least the majority of your board members, I can compile these into that document. I send them to your President and your Superintendent receives a Rice Notice. You go into executive session and discuss what the findings are. What is the majority opinion? Then you, President Castillo, or your designee would write the summary report. We actually have templates for that, which I will provide you. It makes it a lot easier. You can actually do that at the Board table during the discussion. My boards have found it much easier than having the discussion and you going home and writing it. That's something that we advise. We have it, not only for the district goals, but also for the standards. It's very easy to follow. It looks a lot like what you filled out. The remarks supporting rating are really the heart of the review so it's important that everyone contribute to that. At the end of the review we have as per code what you need to give your superintendent as far as strength in the standards and which areas require professional growth and improvement. That's in the code, but you can check off as many boxes as you like. If your superintendent excels in four, five, or even six of these, feel free to check off those boxes in part 1. The supporting remarks are key. The six standards that require professional growth and improvement could also be more than one box if you'd like. Again, the remarks are key. You may recall from our other evaluation tool that we had open-ended things like how the board can best support the superintendent. We found over the years of compiling these that the board members' eyes would stray and we would get comments about next year or three years ago. It wasn't really helping superintendents and boards to move forward. We think that this is a better process and it's also completely compliant with code and statute. We like that too. The summary conference, the final discussion about it, the Rice Notice, the executive session - a majority of board members need to be present and it's going over the written document. You're not changing it, but you're discussing what's in it, what stood out to you, what points we want to make, and what the minority opinion is. That's where that comes in, if the minority wants to express their opinion. As long as you're done by July 1, you're in good shape. The access to it is almost exactly like the access was to this last year. You will go onto our website and if you see at the top there where it says "New Jersey School Boards Association", "about NJSBA", "our services", you go into "our services" and "field services." I'm your field service representative. Our field service department is in charge of this. You click on "field services" and the online evaluations are right in the middle of the screen. You click there and it's pretty self-explanatory. Once you click on that you will also see the

board self-evaluation. The board self-evaluation is not required in QSAC. It used to be. It's certainly not required in code. But again, your superintendent's evaluation is all about accountability and examination of progress. That is what the board self-evaluation does for board commissioners. This is something that boards are not required to undertake, but if you're establishing a culture of accountability here, then that is an essential part of the process. When you do your board self-evaluation, you will have the opportunity, not just to examine your board's performance and to comment on your board's performance, but you have a chance to do a gut check on how your individual performance is. It's a real good examination of conscience. It's a really good pulse check on where we are and where we need to be. It's an excellent springboard for setting board of education goals. That's really the best place to start. No one is conflicted from the board self-evaluation. Everyone can and should participate. When we have everyone participating or at least the majority, I can compile them for you and I get them to you with some really excellent visual charts too. Unlike the superintendent evaluation, the board self-evaluation has some pretty neat visual bar charts on board performance versus individual board member performance, board performance this year versus board performance last year. Also, what is really a great way to start the conversation is what the board values versus the board's performance in the areas that it most values. Again, districts are all different. You may value a particular aspect of board governance very highly and differently than perhaps a board in rural Warren County. All boards are different. This really helps to put your individual mandate into place for self-improvement. These are great tools and we're happy to help you. It's a very streamlined and easy process compared to the duty that you are charged with doing. It's really all about discussion. That's what makes this board unique, the discussions that you have at the board table, the values of the community that you bring to the table, and what you want for your kids. We believe that our online evaluation process has helped promote that in a unique way for each district even though the tools are the same. If you need any support in those, I'm very happy to help you. I'm wondering you have any questions for me. It's pretty much the basics. That's what you need to get through this. I have every confidence that in Paterson you can do this and do it very well. Thank you.

Comm. Castillo: Thank you so much. We appreciate it. We'll be reaching out with all the information and at the next meeting we can have a full discussion on this.

Ms. Helewa: Absolutely. Excellent! Good work. Thank you very much. Have a wonderful evening.

Comm. Castillo: Before we move forward on the agenda, we're going to move public session to the end. The discussion on the superintendent's evaluation will come once we get all the information from NJSBA. We will go through the presentations and public comments and then we will do the executive session. This one was just to go over the superintendent's evaluation and we don't have all the information yet. It will be in our next meeting.

Comm. Hodges: Let me just say I'm a little concerned about the way this agenda was constructed. I'm happy that we're not going to have to go into closed session. It's hard to have the community sit and wait for this to go on and then we can't ask questions because there's a hesitancy to have us ask questions. When you load the agenda like this it's problematic. I'll stay here, but the community won't.

Comm. Castillo: I completely agree and I think this is the first time that we've had it. That's why I apologized. It was definitely an oversight on my part. We do have executive session this evening. That's why you see it at the bottom. It was just on there

twice because of the misinformation for the superintendent's evaluation. Duly noted, Dr. Hodges.

Comm. Hodges: That's fine.

PRESENTATIONS AND COMMUNICATIONS

Ms. Shafer: This evening and also on Wednesday we have quite a few presentations because we did not want to wait and present them to you in August. If they're problematic it gives us time to do what we need to do for implementation in September. That's why you see quite a few on here tonight and also on Wednesday. At this time, I'm going to ask Mr. Eric Crespo to come forward and give the presentation on the Kindergarten-5th Grade Reading Program.

Kindergarten – 5th Grade Reading Program

Mr. Eric Crespo: Good evening, Commissioners. We will look at some of the components of the k-5 reading program. I want you to make note that originally we were looking at k-3. As we get towards the end of the presentation, we will tell you about the additional grades. What led to the adoption of this reading program? Why was there a need? Where did it come from? What was the process used to choose a program? Was it inclusive? Who was involved? What does this program have? Why was it chosen? Are there any specific aspects that we did not see in other ones? How will the district be supported as we implement this reading program? What are the fiscal responsibilities that will be associated with it? First, what led to the adoption? Data - students' ability to read on grade level. As we analyzed the data year after year, we saw some stagnation when it came to the students' ability to be at grade level by third grade. While we weren't reducing the number, we weren't increasing the number either. We talked to teachers and we got different feedback. All the components that are in these programs we have in our classrooms currently. However, they weren't connected and aligned. For example, when we now teach vocabulary, it's aligned to the phonics that will be instructed. As we teach the phonics, it's aligned to the spelling. Finally, we're looking at equity. Does the program accommodate multiple learners? Does it have a specialized component? Does it have a component for our English language learners? Does it have a component for our general education students? Does it have a component for enrichment? We were happy that we could answer all four questions with yes. What was the process? First, we started vetting and it started with about 13 programs and 12 district administrators here at central office. From there, we narrowed the field to three different programs. Here we brought a district committee together that consisted of assistant superintendents, principals, assistant principals, supervisors, teachers, parents, and grandparents. It was very inclusive. Finally, we went from 12 programs to three and then down to one. This was teachers in the classroom with some of the resources trying to make a review and have a recommendation. Then we came down to one and that was McGraw Hill Wonders. What are the different components of this program? One thing that was important is that we don't abandon our instructional model, something that the teachers are used to and comfortable with. We want to make sure that there was alignment. Our teachers used the "I do" "you do" "we do" model. This program is aligned there and gives them, not only strategies, but a pathway to reach that in each different component that we're going to go through. Here on this slide you'll see an instructional path. Where they start, where will they be in days 1 and 2, where will they be days 3 and 5, and as the weeks go on in the program. They're going to talk about it, read about it, and write about it. Then they're going to integrate it. What type of content will we see? We will see alignment to social studies standards. We will see alignment to science standards. Every unit is based on a

content specific area. We have text types that are culturally relevant - different topics in different cultures throughout the world. Just like NJSL states, that 50% of our text should be literary and 50% information, we have that balance. Here we have a teaching model. Again, there are different instructional practices to help the teachers. We have our listening and speaking component strategies for close reading, textual evidence, mini lessons, and writing and grammar. Here you have a weekly overview. This is what the teacher would see as they begin to plan. They will have their closed reading of complex text and their writing. Each component aligns to each one looking at content area vocabulary and some foundational skills. Here you see a sample that has some of the phonics overview. You have phonics awareness blend with the long e sound and corrective feedback. This is just another component to assist teachers if a student tends to be struggling in that component. More planning - we have spelling, high-frequency words, and the introduction of vocabulary. Each is theme-based. They're not going outside of the scope of what they're reading. Here's an example of some of the vocabulary instruction. It's introduced on one page using pictures and short definitions. Then you'll see it in the text. Again, alignment - whatever we're reading, we can't the vocabulary on that. Whatever we're spelling, we want to make sure the phonics correlates with that. Finally, there's actually a section for modeling for the students. In this slide, you will see a sample student response and you will see how they introduce the topic. Then they have an example of a grammar singular possessive noun. That's from the grammar handbook. You see transition in the writing and then a logical order of the type of writing that's featured. Differentiation - everyone is dealing with the same concept, vocabulary, comprehension skills, and graphic organizers and materials, just in a different manner. Here's an example of text that is on four different levels, one for approaching, one for English language learners, one for somebody that's on grade level, and one for someone beyond. In your handout you'll see the difference here is the Lexile level. They will lower the Lexile level and provide scaffolding depending on the type of reader you are, but same theme. Why is that important? Because when a teacher is standing there and if everybody is reading different levels, but they're about different themes, it's tough to have a discussion on that topic. Now you can use your accountable talk skills, you can write about it, and it's all covered. Here's another example. In this example the vocabulary word is fancy. Here we see it used on different levels but based on the text. Again, here's authentic literature for our English language learners. If a program has word-for-word translation from English, there's an issue because nothing translates word-for-word. Here we have authentic text. Do we have a digital component? Yes, we do. It's a place where you have some of the technology enhanced items. Any text that's available in print, it's also available digitally. You can annotate right on the computer. You have access any time anywhere. They can highlight. What type of different supports do we have? Obviously, this is a tremendous rollout. It first starts with an executive planning meeting. We need teacher and support staff trained as well as principals, supervisors, and assistant superintendents. Classroom visits, lesson modeling to make sure that everybody has the same goals and objectives so we have a uniform approach. We have a dedicated project manager. We will be using cohorts of schools that will get together by grade level and virtual training resources. One example that the teachers gave of why they wanted this program is any time they had the training, went home, and didn't understand something their virtual training resources are on par and they were able to move forward with that. We're going to have a quick start for the first weeks of school. We will have implementation courses. The early September will be used for training. We also have some time dedicated in our summer institute as well as some of the last days of school to begin to build mastery. We have dedicated PLC time for this. Let's talk about payment. Pricing and payment will be done over four years - 25% a year, \$975,000 a year, for a total of \$3.9 million. There's no finance charge or additional

interest charge for delaying the payment or only paying \$25% a year. Are there any questions?

Comm. Martinez: You're going to do 25% per year. What's the breakdown? How are we determining which schools are going to get it the first, second, and third year?

Mr. Crespo: Every school k-5 throughout the district.

Comm. Martinez: That's the payment.

Mr. Crespo: The payment is 25%, my apologies.

Comm. Martinez: This is to begin...

Mr. Crespo: In September.

Comm. Martinez: For all schools in the district.

Mr. Crespo: Yes. Part of that payment for six years, any type of consumable is provided yearly at no additional cost because it's already embedded.

Comm. Capers: Thank you, Eric, great presentation; and Superintendent, great job putting this together. I'm glad we're finally getting one reading program districtwide. What are the expectations of implementing this program? What are the benchmarks we're looking for year 1 and 2? How is this going to improve our district?

Mr. Crespo: Every year of implementation we're expecting to reduce the levels of students not reading on grade level in grades 3-5 through the foundational skills that are provided and the uniformity and equity throughout the district for each of our groups, whether it's general education, special education and your English language learners.

Comm. Capers: I guess it has a digital component.

Mr. Crespo: It does.

Comm. Capers: Kids can go home and look it up on...

Mr. Crespo: Anytime and anywhere they can have assignments on there. Anything that's in print they have access to digitally. There's different modeling for the students there as well as the teachers. This is a six-year license so we will have it throughout.

Comm. Capers: Do the parents have access? Can they track the kids' reading level or where they are at?

Mr. Crespo: I can check on that, but I'm not sure about it. I believe for every quarter parents will know the child's reading level because it's placed on there.

Comm. Capers: Not to wait to the end of the quarter.

Mr. Crespo: Throughout.

Comm. Capers: Let's say I want to track my daughter in October? I want to see if she's reading on level throughout the whole semester.

Mr. Crespo: The program won't do that, but the teacher can. The teacher will know because she actually has to level them out. That's why I had mentioned the standard-based report cards. Part of the standard-based report cards is progress monitoring. As they're going through the levels, they have to know exactly where a student is and their reading level. I'm going to talk about Wednesday. I don't want to spoil it.

Comm. Capers: I think we talked about that.

Mr. Crespo: We talked about it in committee, but we haven't presented it here.

Ms. Peron: The overall data for the reading levels we will give updates to the Board in five months from the beginning of the program and then at the end of the year in June. Just to keep tabs on the goals and the benchmarks. We will do an overall presentation for the grade levels that we are keeping our eye on. He mentioned the goal is to reduce the number of students that are not reading on grade level.

Mr. Crespo: We want to make sure that through content area reading we're doing this. We want to support the social studies and science.

Comm. Hodges: As you know, I've been a major advocate for consolidating reading programs. I'm deeply heartened. However, you only very briefly discussed as you chose this program the use of data. What I'm trying to determine is as you were going through were there any specific areas of commonality in terms of difficulties our students have exhibited that steered you in this direction.

Mr. Crespo: Through data that we have received through our running records it actually looks at student reading levels and where they're having the issue. When does it begin that we're not on grade level anymore? That was looked at. When we looked at that we knew that we had to strengthen our foundational skills and our phonics instruction. We looked at the data and then when we talked to teachers they were in alignment with that. Obviously, they live and know the data, but they knew just from classroom experience. We want to strengthen those areas and make sure that the text and the phonics are aligned. That was one of the big issues. We will say let's have 30 minutes of phonics instruction. Phonics is over, put that away, forget about everything I just said, and let's go to reading instruction. Now when we have the phonics instruction we don't put it away because now they're going to see it in the text and afterwards they're going to write about it. It gets embedded.

Comm. Hodges: In essence we're waiting until third grade to test whether they are on grade level.

Mr. Crespo: No, right from kindergarten.

Comm. Hodges: That's what I heard. That's what I'm trying to find out.

Mr. Crespo: Right from kindergarten we use our running records which tells us are they reading on grade level, are they approaching grade level, or are they below grade level.

Comm. Hodges: Obviously I was going to complain about that. What's happening to the other reading programs that we've employed, all six or eight of them?

Mr. Crespo: The issue that we inherited is that there was not one reading program. For example, we have interventions like Guided Reading. That's something we put into place and that's something that doesn't go away. We have something like

Comprehension Club that didn't really give the teachers a roadmap and the strategies needed to push those students forward in learning. I don't want to keep harping on it, but it didn't align with everything else that they did. We're not trying to separate anything. When you see it in grammar, vocabulary, and spelling embedded, everything fits. The phonics that we are using now is actually in its elder stage. It's being discontinued. Let's say a classroom through the years has lost things or it's been destroyed, it's not like they can go out and purchase it again. We will have the different materials and they can still be used if they want to support something that they're doing that aligns to the program, nothing outside of it. Everyone is going to be on the same page.

Comm. Hodges: What I meant was programs like Read 180 that we're paying for.

Mr. Crespo: Read 180 are licenses that we have paid for, but those are featured in the high school. That's an intervention program at the high school.

Comm. Hodges: There are elementary reading programs. I don't know the names of them. Are there not?

Mr. Crespo: There are some intervention programs and this wouldn't change anything for that.

Comm. Hodges: So we're going to maintain those too?

Mr. Crespo: We can maintain them.

Ms. Peron: This will be the core reading program and our intervention programs will remain in place, the ones that we adopt and the Board approves, for September.

Comm. Hodges: That's my concern, because they didn't seem to work. Why are we still having them?

Ms. Peron: What didn't seem to work?

Mr. Crespo: Now we're going to see did we have a core issue. It might not have been an intervention issue. Maybe if we had a reading program they would not need to have that intervention. It might have been a core program issue.

Comm. Hodges: Okay.

Comm. Castillo: How are we going to get a presentation on if the core is not working, are we still using the same programs? Going on what you're telling me, are we keeping the intervention programs? Are we getting rid of them if the kids don't need them anymore? Are we ever going to see? Are we just going to pay for this and that program?

Comm. Hodges: That's essentially what I'm saying.

Comm. Castillo: Are we going to continue to pay for five different programs if you're using one core and four different ones for interventions? Where do we see that change?

Mr. Crespo: The district hasn't paid for a program at those levels. That's a building-based decision. Principals looked at the needs of their building and have decided how

they want to focus their intervention now. What we have recommended and what most are using is the guided reading because we have seen some success there. We do have a digital component of RAZ Kids. That's text anywhere anytime on level. Some people use it for intervention. Some don't. It's more text, anywhere anytime reading.

Comm. Arrington: Great presentation! How will this program integrate into our one-to-one that's going to be deployed to the elementary schools?

Mr. Crespo: Once we're prepared for the one-to-one elementary, teachers can actually assign specific students specific skills. Let's say there's an area that needs improvement. They can actually put those assignments in place and the student can go on. They don't have to do the full gamut. They can just focus on the areas of weakness.

Comm. Capers: Is there a cost savings here to our district in these reading programs? We're spending so much money on all these other programs.

Mr. Crespo: I did mention earlier how originally we were focused on k-3. Our k-5 price is \$3.9 million over three years at 25%. The k-3 price was \$3.4 million. Then we had the fear that our fourth and fifth grade teachers weren't going to benefit from the program and we wouldn't have vertical articulation. When we went and negotiated with the company we were able to get the next two grades for \$500,000. That's where k-5 came. Ms. Shafer supported it and we're hoping to move forward.

Comm. Capers: You're saying that the other reading programs are still going to be in place.

Mr. Crespo: We don't have reading programs. We have intervention programs.

Comm. Capers: But they were used as reading programs.

Mr. Crespo: The only one that was used as a reading program, Comprehension Club, will not be used anymore. Those books will be featured in the library.

Comm. Capers: Nobody has access to...

Mr. Crespo: It will just be books in their library.

Comm. Capers: Say you have a teacher who has been teaching here for a while and they're used to and like that program. If he or she still wants you use that reading program, can they do that?

Ms. Shafer: No.

Mr. Crespo: This will be in the curriculum.

Ms. Shafer: If this all goes through, we have a districtwide adopted reading program k-5 and nothing else. We have intervention programs and Susie is going to talk about them. We only have three or four that people have an opportunity to use for intervention and that's it. You can't keep doing something because you like it. This is the adopted program by the school district and this is what you're going to use. You're going to receive training, this is what you're going to implement and we're going to monitor it.

Comm. Capers: No matter what the building principal says.

Ms. Shafer: This is it. Like we adopt curriculum, this is the reading program we're going to use k-5 and nothing else.

Mr. Crespo: It will be embedded in the curriculum. Once it's in the curriculum, we should see it in the classroom.

Ms. Peron: We've gone from eight to ten intervention programs to three or four. There is still a menu of intervention programs out there that principals have the autonomy to choose from. Through their funding sources they allocate the funds for them based on the need of their students and certain grants that they're awarded. There are schools that have grant monies under the School Improvement Grant and they have the anatomy to choose an intervention program or professional development to assist them in student achievement and rolling out what the initiatives are. All of those programs come through the Board. That data needs to be presented to the Board – their benchmarks, goals, and all of that – and the Board will actually have the opportunity to vet the entire proposal and vote on it. That has happened in the past. We don't have the sufficient data to say if the program has been successful. You have to monitor implementation of the program to see if the program is used with fidelity. We are now focused on monitoring the curriculum that it is implemented with fidelity. What we will do is through the instructional model we recommend intervention programs. We are also strongly recommending that schools now schedule intervention periods. It's not just something that they might need today and not be consistent with tomorrow. We're also taking a look at the way that principals are scheduling intervention periods and what they're doing in the intervention period.

Comm. Capers: Say we have a number of schools that are below the reading level. Is the district still letting those building principals pick and choose the different intervention courses that they want? Obviously it wasn't working. What is the district's stand on coming in and mandating this program because this worked?

Ms. Peron: This is the core reading program.

Comm. Capers: I'm talking about intervention as well. If you're failing, it's for a reason. I don't know if there are different resources, the program, or how it's being implemented. What is the district mandate to those schools?

Ms. Peron: We follow what we do for all the programs. When the principal says that he or she wants to implement an intervention program we have to monitor the implementation and the data.

Comm. Capers: I think we can't do that. If we have schools that have already been failing for the last couple of years and it's not getting any better, I know we're changing the core and that can be a change. But if they still believe in this intervention that we still have, if it wasn't working for you before, what makes you think it's going to work now?

Ms. Peron: We have to move on to implement this core program and we have to collect the data like we're collecting the data now for the kids that are not on reading grade level. We then have to monitor the implementation of this and move on from there. It's not like they spend a lot of their time on the intervention program. We want them to spend more time on the core program. That's what we need to focus on now.

Mr. Crespo: To interject, we don't know if it was a core issue or an intervention issue. We hope to have a unified core program. Now let's implement that.

Comm. Capers: Because the core was all over the place.

Ms. Peron: We heard from teachers that they needed consistency and integration of the instruction. This program wasn't chosen just by central office. We had parents on the committee. We had students. We had teachers. Then we had the teachers actually pilot the last two programs that were in the top two. They provided those lessons. They got the core. They got the materials. They piloted the lessons in their classrooms and they provided feedback to us on using it.

Comm. Capers: Were those teachers teaching one of the lower standard schools or the high-performing classes?

Mr. Crespo: We had categorized and non-categorized.

Comm. Capers: What do you mean?

Mr. Crespo: We have some schools that are not in status. You can go in status for many different reasons, such as scores on assessments, attendance, or principal movement. Here we chose schools that have been struggling to achieve. Then we have some schools that were in the middle of the road and some that are achieving. We wanted to make sure we had a perspective of all. I didn't want to make one decision for everything.

Ms. Peron: Priority Schools, Focus Schools, and non-categorized are schools that are not in status through NCLB. Now they're called Targeted. We were sure to include a variety of those schools so that we could look at all the different factors that affect those schools.

Mr. Crespo: This process started in October and ended two weeks ago.

Comm. Hodges: Again, I'm excited because you know I've been a major proponent of this move. You're eliminating one program you mentioned.

Mr. Crespo: The Comprehension Club.

Comm. Hodges: How much savings is that going to give us?

Mr. Crespo: It was purchased six years ago and there hasn't been an additional purchase since.

Comm. Hodges: I'm just looking to find a way to offset whatever the cost is, which is a concern. I've always wondered about the differentiated approach. How do we get the students to cross out of their siloes and to advance and become better students?

Mr. Crespo: The way it's structured is if you started at approaching, there's a problem if you haven't moved for eight months. That's a totally different issue. In this program they have the text and everybody does the same vocabulary, but they lower the Lexile level for the reading. Whatever reading level you're on, teachers know exactly what strategies to move you to the next level. We actually have letters on our website and we send them home to parents as well.

Comm. Hodges: You said that you expected to see a decrease in students who continue to be below reading level. What are your benchmarks that you're going to be looking for to make sure that's happening?

Mr. Crespo: Running records. It's actually a one-on-one assessment with the teacher and the student and they measure fluency, word count, and comprehension.

Comm. Hodges: Is it subjective or objective?

Mr. Crespo: It could be if we didn't develop comprehension questions to go along with the book they're using and we let you pick any book. But, we've chosen the book and the comprehension questions. All you have to do is score as you read with the student.

Comm. Hodges: That's fine. Will the teachers be required as a matter of practice to alert parents as to the levels of their students? That's something that we desperately need.

Mr. Crespo: We have two methods of communication. During the running record process, which I just mentioned, when the student has moved a level a letter is generated that tells you exactly what this means, how things have changed, and what strategies you should be practicing to move to the next level.

Comm. Hodges: You said you generate a letter when?

Mr. Crespo: Let's say someone is on reading level A, which is in kindergarten, and they move to B. Now, this is what type of text you will be receiving and the students will be reading, and these are the different strategies to push them to C.

Comm. Hodges: If they don't move at some point?

Mr. Crespo: If they don't move, there are two ways that are represented. One way is the standard-based report cards. I don't want to go too much into it because I know you're waiting for it on Wednesday. It's a progress monitoring tool. If we see on a standard-based report card somebody is on A during the first and the second marking period, right away that brings up a red flag. What do we do?

Comm. Hodges: The problem is I don't want to wait until the end of the marking period. If this child is at this level and they're not progressing by virtue of the program, I want the parents to know so they can find out what they have to do to help by the end of the marking period to possibly see an improvement or a change.

Mr. Crespo: You should be on reading level A and B for four to six weeks. Some of the other ones are eight weeks. If you're delayed on one of those reading levels, and this is something else that we're working on this summer, the IRNS process through RTI, if you're delayed on one of those reading levels...

Comm. Hodges: Please don't use... I have no idea what you're talking about.

Mr. Crespo: Response to intervention. We've mentioned intervention before. If you're delayed for X amount of weeks on this one level, and let's say I assessed you and I just don't see the movement and can't put you to the next level, you are referred to a team in the school. They call the parents and then they discuss. For the next 12 weeks we're going to be pulling out your child, we're going to pushing in, and we're using these types of strategies to help move them forward. For some students, that's all they need. They

need a little extra. Let's stay we have that process but we see an issue. Because you've been with this team and with the RTI process, then it might lead to an evaluation.

Comm. Hodges: That's what's really important to me - that there's some positive communication with the parents so that they're not going to be surprised that their child can't read. I've seen it in the past. They don't find out until the end of the year.

Mr. Crespo: One key component is communication.

Comm. Hodges: Absolutely. I've requested this in the past. Is there some way that we can capture and so the Board can monitor the degree of implementation of our curriculum? You're saying the key part is that it's implemented with fidelity and we need to know for a fact that that is taking place. If it's not, then we can't judge the curriculum. We have to be able to see a report that says all teachers are implementing the curriculum with fidelity by X date. When we know that's happening, then we can say whatever is or isn't happening is either the teacher or the curriculum. We can't judge any other way. We need a model that somehow gives the Board the ability to do that. Obviously, we want the district to do it before we get it, but it's a key tool for you in order to strengthen your curriculum. With the Superintendent's permission, I'd like to see this in action someplace. I'll come by and bother you at a date to be determined.

Mr. Crespo: Sure.

Comm. Hodges: Thank you very much.

Genius Hour

Ms. Peron: Ms. Route is here in response to the need to bring enrichment and accelerated programs to all our district schools. We have a program over at Gifted & Talented at School No. 28 and those students are working on accelerated and enrichment activities. As a response to the Board and many other parents and students as well they want and they're vying for the opportunity to have accelerated activities and an enriched curriculum. This is the beginning of the planning. This is the presentation and the proposal for Genius Hour.

Ms. Rita Route: Good evening. My name is Rita Route and I'm the Supervisor of Student Enrichment and Advanced Learning Programs. Like Suzie said, one of the things we're hoping to be implementing next year in a few schools would be an enrichment period. What we mean by enrichment is the action of improving or enhancing the quality or value of something. Basically, we're looking to improve or enhance what's already going on during the school day. Some of the areas for enrichment would be visual and performing arts, STEM, health and wellness, leadership opportunities, cultural studies, and service learning. If you wanted to break those down a little bit further into more detail, what you might see in the area of STEM, we would have an environment club. In the area of leadership, we would have student government or student council. For other areas, we might have service learning, chess club, book club, and yearbooks. The possibilities are endless. Before we would roll out this enrichment period, the first thing we wanted to do was provide a needs assessment or a survey of the important stakeholders - for example, the administrators, the teachers, and more importantly, the students in the building. That was the first step, conducting the needs assessment in certain schools. I'll go back to what the student and teacher responses were. More importantly, let's talk about what the plan is. The plan is to design an enrichment period that will occur three days during the six-day cycle. The other three days our students will still have their intervention period. By no

means does this replace an intervention period. We're just hoping to make things a little bit better and have enrichment for three days and then they would still have their intervention for three days. It would begin with having clubs. Last year I think the Board had asked for a list of schools that had clubs in their buildings and we found out that not many schools were able to implement clubs. This is something that we're extremely proud of over at School No. 28 and it's something that can go on in all the schools provided they follow our plan. At the clubs our kids would do Genius Hour, which I will go into a little bit further later, and then the last part would be project-based learning. This entire enrichment period could encompass clubs, Genius Hour, and project-based learning across the entire school year. The most important thing is we want to provide our students with opportunities to see their teachers outside of academic settings. When we talk about social/emotional learning we're talking about resiliency groups, goal-setting, teaching kids coping skills, ownership, optimism, self-efficacy, and things like that. This is how it would work. This pilot would be targeted to students in grades 5-8. For the first two marking periods of the school year, those grades would all have clubs. Then as you can see, for the third marking period grades 5 and 6 would do project-based learning while grades 7 and 8 would do Genius Hour. Then they would flip. I did meet with the principal today that suggested they all do Genius Hour at the same time. That's the beauty of the enrichment period. They're going to be able to design it to how it fits for them. Like I said, it would be for the entire school year targeting these grades. Why clubs? Clubs enable teachers the opportunity to service their students outside of their formal academic classes, to provide extra-curricular outlets within the course of the school day in order to enable our students to maximize their unique abilities, to enhance personal growth, and enable the students to develop talents in the areas of their interest. During the club periods we would also utilize this time to prepare our students for competitions and contests. Tomorrow is the Quiz Bowl. If you have a club called Quiz Bowl you would be able to be preparing your students to compete tomorrow, and it's the same thing with the Math Olympiad that's this week. That's a perfect time to have a club to prepare kids for that. A lot of times the teachers are using their lunch periods, coming in early, or staying after school to prepare these students. This would be a perfect opportunity for that. Our students compete in the Science Olympiad, which we go to the states and sometimes we would go as far as nationals. To prepare for something like that you need that time during the school day where you can work with those students. It's the same thing with History National Day. The list goes on of the clubs and competitions that students all over the district can compete in as long as they have the time to prepare. Here are some suggestions of some of the clubs – chess, board games, Girls Who Code, Shark Tank – I think we're all familiar with that and it would be a great club if the teacher would be willing to implement – art club, TED talks, and the list goes on. Some of the competitions we listed there as well. After we would do clubs we're going to introduce a thing called Genius Hour. You've probably heard of Google or 3M that had the 20% projects. They had their employees taking 20% of their time during their work day to work on something that was important for them or something that they wanted to pursue. As a result of Genius Hour or 20% projects, that's where the Post-It and G-Mail was created, as a point of those employees taking that time creating something like that. It would work the same way for our students. Our students will experience personalized learning through the self-driven projects. Genius Hour allows our students to pursue areas of interest and enjoy learning about more exciting projects in areas that interest them. These are the steps that they would take during Genius Hour. The first thing is the students would take their passion, for example sharks, or how to build a rocket launcher, how to make a vegan chocolate chip cookie, or something that they're passionate about. Then they would plan out how their project would work. Next, they would have to pitch their project to the teacher. This is like your elevator speech, 60-90 seconds where they would pitch what their plan is and what they're going to be doing.

They would then work on their project and the product. The end product would be a PowerPoint model presentation, maybe even a TED talk. Finally, they would have the presentation to their class, families, or at the Board meeting. These would be the steps kids would take in order to complete their Genius Hour project. Imagine once the club ends, instead of having those three days of clubs you would have three days to work on your Genius Hour project. The final part of the enrichment period would then be replaced once Genius Hour is over. We're looking at maybe the fourth marking period now. We would implement project-based learning. We're all familiar with the term. It's a learning method in which students identify a real-world problem, whether it's local or global, and develop its solutions. One of the things I've seen students working on is developing a reading program in the schools that they see worked for kids. These kids took a problem in their school, looked at the data, found out that students needed to read more, and they looked at what we could put in our libraries that kids want to read about. How can we paint our classroom? What colors would make our students more excited about reading? That's just one idea of a project-based learning project that our kids could be doing. All the while, they would be developing the 21st Century skills. I found this on the internet. I thought it was pretty awesome. It describes the difference between project-based learning and just regular projects that students would do. Regular projects could be done alone, but project-based learning requires collaboration and teacher guidance. I don't want you to think kids are going to be off on their own doing their own thing. That's not what it's about. Projects are teacher-directed where project-based learning is student-directed. Another good thing is all projects have the same goal when you give kids a project. With project-based learning, students' choices determine what the outcomes are going to be. The benefit for students with PBLs is it has a positive effect on the students' content knowledge. They're going to be learning about things that are important to them. It benefits the student by increasing their motivation and engagement. It's something that they want to learn about and they want to do. Which schools are going to be doing these pilots? Right now, I'm still going around to a few schools to see who's interested and who's not. School No. 26 is definitely on board. Their administration is extremely excited about it. We've already started to survey their teachers and students. School No. 2 has already put out the surveys to their students and teachers as well. We're still working on School No. 13 and Hani Awadallah. The goal is to have three, possibly four, schools. We're trying to target all the areas and we will see how it goes. Once we do it for one year, then the following year we can roll it out to a few more. You know how it is. People want to see that it's going to work and I need to convince them that this can happen in any building, not just at School No. 28. I think once they see it come into fruition, it would work. Our outcomes – attendance will improve, referrals will decrease, climate and culture will improve, and student achievement will increase. We have clubs first thing in the morning, 8:20-9:00. Lateness is not really an issue in our upper grades because kids want to get to school so that they can go to their club periods. Sometimes it takes a while for kids to get upstairs. If you know it's a club day, you might get up there a little bit quicker. Some of the implementation issues and strategies are scheduling. We already started to survey the teachers and that's the big concern. How am I supposed to fit this in with everything else that I have to do? How are we going to make this work? Another issue with the teachers is how they are going to have time to plan for something like this. Think about it. If you like yoga, that's a class that you can do with kids. It's really not too much planning involved with yoga. As long as they're doing clubs that are easy and fun for them, I don't think it's going to be an issue. The strategies we're going to have is obviously working with the administration to ensure that time is allotted in their schedules, involving the teachers in the choosing of their clubs, and professional development for teachers. Do you want to go back and see some of the surveys, what the kids said? This is just one question in the student survey that we had. Like I said, student surveys, teacher surveys, and administrative surveys.

For the student surveys, what types of enrichment activities would you be interested in participating in? As you can see, the biggest one was anything that has to do with technology. Art clubs are easy. Most of us have art classrooms. Kids go in and they do what they want to do with art. They will paint, color, and do things that interest them. Science enrichment activities are pretty big also. Robotics, Legos, and things of that nature are things that kids want to see. Then I said to them, "What if you don't like some of the suggestions I gave you? What else would you guys be interested in doing?" One kid said Girl Scouts. We have a teacher who is a mom of a Girl Scout. She can implement that in her school and it's easy. Someone said they wanted a soccer club, cooking club, science club, and drumming lessons. Someone asked for swimming, but I think that might be harder to pull off. What are the teacher questions? Do you have a specific talent or area of interest that you can offer as an enrichment activity? Creative writing or dance - any teacher can start a creative writing class. It's pretty easy and it doesn't cost a lot of money. Forensics science, dance, and drama - it depends on what kind of activity we would offer. This teacher suggested softball, Spanish conversation clubs, scrapbooking, and do-it-yourself. All these are suggestions from teachers so you can see that they're pretty excited about it. Then, of course, we asked them what their challenges are implementing the enrichment period during the school day. The biggest thing is scheduling and availability of teachers. This teacher said there are not enough hours in the day to implement the curriculum, intervention, and incorporate travel time. We're going to show them that it's possible. The way it works in our building, students come in at 8:20. We go upstairs, take attendance, and eat breakfast. By 8:30 everyone is moving into their clubs and we're done at 9:00. 30 minutes a day, three days of a six-day cycle is pretty awesome. That's it. Are there any questions?

Comm. Capers: Thank you. Great job and great presentation! You're speaking a lot of my language. Do we have a club that's actually running called Girls Who Code? That's a national program.

Ms. Route: Yes.

Comm. Capers: Do we have one in Paterson?

Ms. Route: Yes. We have it at School No. 28. I'm sure other schools have it too. I know we had the coding day.

Comm. Capers: I'm talking about the Girls Who Code.

Ms. Route: Yes, we have it. You sign up. It's pretty easy. It's actually spelled out for the teachers how to do it.

Comm. Capers: I didn't know that. I sent my daughter to D.C. for that. It's a nice program. I do like the outcomes you have. Attendance will improve. Referrals will decrease. Climate and culture will improve. Student achievement will increase. Those are big problems, especially in our low-performing schools. To the district, I'm asking why we're not doing this in our low-performing schools. Why won't we mandate this? I know she said she is finding schools to pilot it in. Some of the schools she named are already performing and have things booming in these different schools. I don't have to name the schools. We already know. We should be mandating this in these different schools.

Ms. Shafer: First we want to roll out the pilot before we mandate it. There are some things that need to be worked out prior to putting it out there. Right now, it's operating in

School No. 28 and I also think School No. 2 may have some semblance of a club. It's not exactly like this. First, we need to iron out all the kinks, do a pilot program, and then be able to roll it out to the rest of them.

Comm. Capers: That's what I'm actually saying. Pilot it in our lower performing schools. That's what I'm getting at.

Ms. Shafer: We can certainly look at adding that.

Comm. Hodges: I totally agree with that.

Comm. Capers: Mandate that pilot. We need to do this in the school.

Ms. Shafer: I think it's being opened to all principals and we're looking to see where the interest is coming. We can certainly look at doing those schools on the lower end as a pilot to iron out. Sometimes they have more challenges in the implementation. We can certainly look at that.

Ms. Route: I did meet with one principal and her concern was we're finally making progress academically with our intervention. She was honestly afraid that if she takes away those days of intervention that they're going to go backward. That's not what she wants.

Comm. Capers: I doubt it.

Ms. Route: She said maybe she could do it, but only one day of a six-day cycle. Obviously, we'll accommodate them.

Comm. Capers: We need to get something for kids to look forward to.

Ms. Route: Again, any school can do this. You don't have to wait for us to do this.

Comm. Capers: I get it. You have something that's working and that's good. If those lower-performing schools have access to these types of things they will look forward to coming to school. I think that will increase everything else, attendance and all these other different kinds of things. They will look forward to these different types of clubs. If I'm doing bad I know I can't participate in these different clubs. Now I can look forward to them. My motivation was sports going to school.

Ms. Shafer: We'll look at a couple of low-performing schools. I know one of the schools that wanted to do it is very concerned that they would give up the intervention period and they are starting to see gains. If it's one day a week instead of the three, we'll have to work with that.

Comm. Arrington: Great presentation. Have you thought about still photography? It's like technology and art.

Ms. Route: If someone wants to offer it.

Comm. Arrington: The other thing is Toast Masters. That might be something good for the kids.

Ms. Route: Absolutely.

Comm. Hodges: There are a number of districts doing this across the country. Some of their focus is to expose kids to careers that they would not see in any other place. They're immersing them in the areas of engineering and a variety of things. They're doing science, on and on, so that they can understand what that means and what that would look like as a career moving forward because a lot of students just don't have any idea what they want to do and what's available. That was the power of the Genius Hour, to show you what's available. I think that I would somehow find a way to expand that approach in the middle of this. There is a Passaic County Film Festival, which I'm going to mention again, which is open to just about anybody. However, the students at Tech are wiping the board in terms of the awards. I think that should change and we have the facilities to at least approach that. That's one of the areas of opportunity. I second what Mr. Arrington was saying. There is also a possibility of using another studio in the city. I'm waiting to get more details of whether or not it's operational. You can have Eastside students. I'm not going to jump ahead because I haven't got permission yet. It may require us finding an instructor, but I understand they have a state-of-the-art setup. Whether or not the equipment is still there is another issue. We might have to do that on our own. If you have access to the state-of-the-art building, I think you want to find a way to get it stocked with things. Those are some areas. Obviously, electronics would be very helpful as we try to find more and more ways to engage students, not just in the curriculum, but in a variety of areas which reflect what's going to happen to them in the future. I'm extremely excited about this and I'm very pleased to see that this is being materialized. I also second the remarks of Mr. Capers. What they found with Maker Spaces, this is what improves both attendance and performance of students because they want to come and do their projects. They're really excited about doing their projects. For having students who are not performing well in school that may change where they decide to work and open up new avenues of expression for them. I agree with Mr. Capers wholeheartedly. We have to find a way to drive those programs in those schools that are not doing well.

Comm. Castillo: I agree, even if it's rolling it easily. I know it's difficult for some of those schools, but even if it's just once a week and starting it and seeing how it works in the school. Some schools can take it all three days and some schools have to ease in depending on how they're doing or on the principal and the teachers that they have. I think it's a great idea, especially if they're going to look at something, like Dr. Hodges said, career-oriented. I think it's absolutely phenomenal. Are there any other questions?

Comm. Capers: Great job. Keep up the good work.

Comm. Hodges: What's the cost going to be, the all-important money?

Ms. Route: We've managed to do it at School No. 28 with absolutely no budget, maybe a bake sale here or there. For example, the board game club, we look for sales at Toys-R-Us and we buy board games. Or we get them donated from families. For our Lego club we send a text out to our parents and everyone sends in their Legos. There is a budget. We're hoping to be able to buy Legos, board games, and things at least to get them implemented and then it will be easier as years go on because you'll start building. We had our board games from last year and we will purchase more for next year. We have a line in the budget to buy art supplies for art clubs. For technology it's pretty easy because most schools have the computer labs. For intramural clubs we have the gym and the basketballs. Chess boards are something we have the money to purchase.

Ms. Shafer: To answer more specifically, we put money in the budget for the pilots. Then going forward it's going to be school-based budgets.

Comm. Hodges: That's a problem.

Ms. Shafer: No. It's not going to be a problem when we roll it out and it's going to be something that we're going to mandate. It's not going to be a problem.

Comm. Capers: Is there a budget for that?

Ms. Shafer: If we get more money, absolutely.

Ms. Route: Dr. Hodges, once you purchase chess boards you have them. Then they're there for the next years to follow.

Ms. Shafer: If there's really a concern we can budget it from our end and then be able to provide what's needed. It won't interfere with their budget. I hear you.

Comm. Hodges: I'm thinking in terms of electronics. It's costly. Microscopes for science clubs are costly items. You can't necessarily just assume that they're going to be there and maintained in good repair. Some of those are consumable items. What you have to do is take a look at what you're doing and then forecast how this is going to impact us in the future. We can simply rely on just having the goodness of strangers and parents.

Ms. Shafer: We're looking too for them to get involved in robotics so that we can have really good teams at the high schools to compete and that's expensive. That's something that's a consumable, but it's also an expensive item. We can certainly look at it in next year's budget budgeting here so that we would be able to provide it and it wouldn't interfere in the allocation that the schools get.

Comm. Hodges: Raspberries and Arduinos, as I'm sure Mr. Arrington can talk about, are not overly expensive. They're under \$100 for one, but they are consumed during the process. They are an excellent way to introduce students to the world to electronics.

Comm. Redmon: Just to jump on the budget subject, I would suggest that the district look for a grant writer for the Lego stores. Also, Toys-R-Us is going out of business. We should be able to do a grant to support your projects.

Ms. Route: Thanks.

Option II

Mr. Will Graulich: Good evening everyone. Has everyone received the handout? I just want to make sure that was available to you. It's my pleasure to come speak before you tonight. Frankly, I'm pretty excited because this project is something that is hard not to get excited about. As Ms. Route was describing capturing curiosity and that really is a great transition into this Option II program. I'm thrilled to speak to you tonight. If we look at the code under 6A, that would be 8-5.1(a)1, those are the graduation requirements. That's what's mandated. You need 15 credits in math and 20 credits in English. These are non-negotiables if you want a high school diploma in the State of New Jersey. However, 1(a)2, referred to as Option II, allows districts to design how those students fulfill those graduation requirements. The code is very purposely meant

to be broad to allow districts flexibility to essentially customize educational experiences. That brings us to Option II. What is Option II? It allows students and administrators to envision and develop new ways to satisfy those graduation requirements and other course credits, including but not limited to things like independent study, college level work, structured learning experiences, and workplace experiences. All experiences under Option II must meet or exceed New Jersey Student Learning Standards. Recently this year the DOE convened and created an Option II Advisory Council. The council met twice this year with plans of meeting early next year as well. The Department of College and Career Readiness is fortunate to have a seat at that advisory council. The goal is to provide clarity and guidance to districts statewide on what is Option II and what can we do with it. Most people in this room might be thinking, isn't Option II just for physical education? No. Frankly, it should be utilized for all content areas. At the advisory council meeting it was presented to us that in the early stages statewide of implementing Option II, the only example that the DOE provided to districts was the use of athletes substituting their sport for physical education. As such, districts statewide interpreted that as the only thing that Option II could do. The goal of this advisory council is to break through that and show what is possible. Option II as it pertains to our district – both the graduation requirements and the Option II statutes have been adopted by our Board of Education. They can be found under Policy 5460, which are graduation requirements, originally adopted in 2002 and most recently in June 2017. There is the language right there very briefly. The district shall establish a process to approve individualized student learning opportunities that meet or exceed NJSLs. Individualized student opportunities include but are not limited to independent study, online learning, study abroad, student exchange programs, and so on. What have we been using to date? I've identified three areas. Any type of dual enrollment, students going into the classroom at a college or college-level curriculum beginning taught within our own facilities would fall; credit bearing structured learning experiences, which I will get into briefly; and physical education for athletics. As you all know, we've had great success in increasing those dual enrollment numbers in recent years with students taking courses from Rutgers, Passaic County Community College, William Paterson, and Seton Hall. We even have articulation agreements with colleges like Berkeley where we're offering our own curriculum but students are receiving articulated credit, should they choose to enroll in those institutions. BTMF has successfully, for a few years, established two courses that would fall under Option II. One course is the BTMF internship. There during the day students work and rotate at the North Jersey Federal Credit Union branch, also known internally as The Castle, and the Bright Knight school store, which just recently received DECA's highest distinction for a school-based enterprise. There students are working during the school day and they're receiving credit for it. Marketing to job training – our CTE pathway at BTMF, one of the two, as it's currently structured students enroll in Marketing II in mid-afternoon. Those who qualify, based on the amount of credits they have, after receiving their seat time instruction of Marketing II leave the school grounds and go out into paid and unpaid internships. The teacher who teaches Marketing II as well as supervises this class visits those job sites no less than once every 10 days, checks in with the students, and follows the student's training plan to ensure that learning objectives are being met. Finally, physical education, the most commonly known practice and use of Option II. There's currently a program that was Board-approved early in 2013, most recently in January 2017, where upperclassmen students who are varsity athletes can substitute two marking periods of physical education so long as they are active and engaging in that sport. That brings us to where we are today. I&P-6 is the Option II Guidebook. Essentially, the purpose of the guidebook is threefold. One, it summarizes what's possible. Not prescribe and create programs, but define this is what we can do as presently stated. Two, how do we ensure fidelity of these Option II programs and ensure that we're doing it the right way and aligned to

meeting and exceeding New Jersey Student Learning Standards? Three, it provides structures and protocol. If I'm a student, a principal, or a teacher, how do we get this done? That's what the guidebook aims to do and that would be for your consideration at the following meeting. That said, here are possibilities with Option II. This is where I'm going to get a little excited because I'm really confident that we can make an impact in students ranging from those who are at risk of not graduating all the way to those that are Ivy League bound. I've identified four areas that we will break up and we will take a look at them each, the first three being content-driven and the other one being structured learning experience. The first under content specific would be advanced enrichment. This would be a scenario where a student wants to take a course that's not currently available here in Paterson Public Schools. Or maybe the course doesn't exist. Maybe they have a curiosity towards a specific subject. How do we engage them? Within this first level of advanced enrichment there would be two subcategories – school range and those not available in district. Examples of school-arranged enrichment - these are things that have been going on – college dual enrollment, college-level courses via articulation agreement, and distance learning. Enrichment opportunities not available in district, and this is where it gets pretty exciting and new. If a parent says I have signed my kid up for a college class, we can not only allow that student to take that, but there is a vehicle to get that reflected on their transcripts to ensure it is recognized when they go to college. Independent study – faculty to student would be an example. Let's say I'm at School of Culinary Arts, Hospitality, and Tourism, but I really want to take a coding or engineering class. There is a way for a student to be paired with an instructor to create a learning experience that centers around their level of interest. Again, so long as it is anchored in the learning standards, which I will get into a little bit later. Online academy model - this one is very exciting. Perhaps you're familiar with websites such as EDEX or Course ERA. A lot of these courses are available for free. Any of us can go and enroll in a course about engineering from MIT or a computer science course from Yale. They offer these courses oftentimes for free. Some of them are self-paced. Some of them do have guided instruction from a professor at the school. What's in it for them? Sometimes they're just straight up free. Other times they might say you can take the course for free, but if you want the specific certificate that has the school logo or something of that nature, you can pay a certain fee. The online academy model is really interesting because we cannot have to pay those fees so long as the student is paired with any certificated teacher, checks in, and shows progress. There is a district that uses a model where any student goes in with their media specialist and they have an appointment once a week to show the progress that they have done. They have a discussion. The assessments are already built into the course. These types of experiences can be reflected on a student's transcript, not specifically by name, but the student would then have the ability when they do apply to a college, as you'll see in my transcript, that there's something of the nature of Option II, online academy. I'd like to tell you about that. Please see attached printout confirming I completed this course. Senior experience is a terrific item. This is something some districts have been using. It's a 15-credit experience where a senior who really wants to challenge themselves and really divide themselves from among other students can have that similar independent study experience one-on-one for five credits, have an experiential work-based application of that for five credits, and then work on a significant project or program for an additional five credits. That was just the first one. The other is supplementary academic accrual. The first one was enrichment. This would be courses that we currently offer in-district but identify different ways to satisfy completion of those courses. The first one would be independent study and that's something that can certainly be available and has been as recently as last year with regards to some courses. I think within two or three years ago there was a print shop independent study and things of that nature. Technically speaking, the physical education for athletics would fall under something of that nature. Then something that's very exciting very

early in the research stage would be world language fluency. In that code under Option II there is the ability for students to sit for an exam and have their foreign language fluency validated and receive five credits for world language. I've been discussing with the gentleman who is in charge of foreign language down at the DOE and the exams are very expensive. But if you'll notice in the code, it says districts can develop their own examinations. I called and I said, "Do you have one of those district-made assessments I can take a look at?" He said no one is the state has done it. That's a challenge that I think I would really like to look into and collaborate with our world language department and see maybe there's a reason why there hasn't been one. If there's not a legitimate reason, I would like to be, as a Paterson Public Schools educator, one of the first to do that.

Comm. Hodges: And charge. Put it online and charge.

Mr. Graulich: Why not, right?

Comm. Hodges: I'm quite serious.

Mr. Graulich: Item 3 - alternative education credit recovery. Before I get into this, I do want to preface again that this is not a prescription or a proposed program. It's a possibility. In my research I found varying degrees of how districts use Option II. Some districts in particular reach out to those very much at risk for not graduating. Not students who would be at an alternative high school, but the students who aren't going to the alternative high school and the students where the alternative high school isn't working for them. They're knocking on their doors. They're having very frank discussions. What can we do to get you that high school diploma within your four or five-year cohort? They have developed a hybrid or completely online learning, taking their own curriculum, using the Google classroom model at very low cost to do that, and utilizing the vague language of the Option II code to fulfill those graduation requirements, to meet or exceed the standards, have everything assessed, and it's working for them. Another item for Option II with regards to credit recovery is summer school. When we think about a student who is sitting in summer school who failed with a 58 average versus a student who perhaps failed with a 25 average, perhaps measures can be put in place to take a look at each student on a case-by-case basis. Does the student who failed with a 58 need to have the same amount of seat time and the same work as the student who took the course and got a 22 average? Those are the things to look at as well. The fourth and final type that we categorize within the realm of the Option II Guidebook would be structured learning experiences. Structured learning experiences have been around for quite a while, both in-district and statewide. They're experiential educational supervised experiences allowing students to investigate their career curiosity. Typically SLEs, as they're known, are integrated within a course. However, under Option II we can make them credit bearing. Essentially all federal and state laws need to be followed. The student teachers have to go to a state endorsed training. We've been very successful at increasing the number of teachers we have within the district who are trained. We have budgeted funds to have that continue. Students are out on the field. They are applying their learning and it is all tied to the standards, to assessments, and one-on-one meetings with their SLE teacher. Examples of credit bearing structured learning experiences can be things like career mentoring, which is a one-on-one relationship where an employee shows them all aspects of a specific industry. Work experience - we have students who are working. If we have to find a way to connect it to our student learning standards we can find ways to give them credit via the non-graduation requirement. Paid and unpaid internships similar to what Marketing II job training is doing; service learning; community of service; and apprenticeships. I've been in contact with the United States Department of Labor.

We're going to be looking at ways to create bridge programs where students in the second half of their senior year can leave and enter in the beginning of a two or three-year apprenticeship where that second semester of their senior year they're getting credit for and it's also being rolled into an actual apprenticeship. That pretty much summarizes everything that I went through. The SLE based and the enrichment based would also encapsulate an end-of-year Option II symposium where students would showcase what they learned through their experiences. This is something that would be open to most students generally over the age of 16 on pace for graduation and good attendance for enrichment based activities. Everything can be looked at on a case-by-case basis. There's a great deal of flexibility. Option II can be done during the school day, zero periods, tenth periods, over the summer, over the weekends, and during breaks. We have all these ways to get creative and provide kids additional credits, but how do we ensure fidelity? Each Option II request would be individually vetted to and aligned to the learning standards. Each Option II experience would be aligned to a specific student learning plan. In addition, each Option II experience would have appropriate assessments to determine if learning outcomes were met. Each Option II experience would be monitored by a certificated teacher who would monitor, assess, and enter grades. How do we get it done? Student, guidance counselor, parent, or principals would initiate a request. Those requests would be sent to central office where we would vet and give it the first look. Is this something worth looking into further? If deemed necessary, we will then push that request to an applicable content supervisor to ensure and begin the catering and development of that student learning experience. With Option II we can reach every student in this district. We can reach that student who wants to take a course that's not available at their school. We can reach that student that wants to learn more about that academy course. Maybe they want to take a culinary science IV or V. We can reach a student that wants to demonstrate to a college that they have challenged themselves. We can reach a student who wants to apply that learning outside the classroom. We can reach a student who is at risk for dropping out. Option II is definitely a way we can maximize student growth and academic curiosity. Are there any questions?

Comm. Castillo: It's definitely exciting to hear about this. I know we had a conversation about a year ago. The fact that we're moving forward to finding various options is something that we want. In my head and what I see in other districts is making sure that if not all, most of our high school students have the ability or the opportunity to have and practice a trade, especially in the academy, and to pursue a career and learn a trade. It gives them an opportunity, not only to do something while still in school, but it helps them with getting into college as well to pursue that career.

Comm. Capers: Thank you for that great presentation. It's very energetic. I love it when you give presentations. How long has Option II been around?

Mr. Graulich: I'm going to have to get back to you on that one. I can't say with confidence.

Comm. Capers: Roughly. Two to five years? Ten years?

Mr. Graulich: Approximately 10 years, but I'm going to have to get back to you.

Comm. Capers: I knew the answer. How many of our students over the past 10 years have used Option II?

Mr. Graulich: I couldn't tell you how many students within the past 10 years. Dual enrollment counts as Option II and this year, its 740 seats; years before, 329; and the year before that, 235.

Comm. Capers: Has it increased or decreased?

Mr. Graulich: Increased dramatically. Then we would have the cohort of students at BTMF. We're looking at approximately 35 students between those two courses. Finally, our physical education use has been minimal from what I understand.

Comm. Capers: How many students do you anticipate are going to use Option II this year?

Mr. Graulich: It hard to give you a firm number.

Comm. Capers: Ballpark figure.

Mr. Graulich: I would like to expect that in year two we have dramatically more than we would have for the upcoming school year.

Comm. Capers: What do you mean year two?

Mr. Graulich: Should the guidebook pass, the department would undertake a campaign to get the word out to educate administrators, guidance counselors, students, and the community at large. This is dramatically new and different, should it be put in place. As such, I would expect a dramatic bump in school year 2019-2020 from 2018-2019. It would be irresponsible for me to give you an actual figure for next year.

Comm. Capers: Option II has been around for the past 10 years. What is new?

Mr. Graulich: Nothing is new in what can be done. What we have done historically, and most districts across the state, has been very limited. So the purpose of the guidebook is to provide clarity via the feedback from the DOE advisory council to really ramp up and push the limit a little bit about what we can offer our students.

Comm. Capers: How does Option II benefit our athletes in their season?

Mr. Graulich: I would defer to Anna Adams on that one.

Ms. Anna Adams: Good evening everyone. May I have the question repeated, please?

Comm. Capers: How does Option II benefit our athletes in his or her season?

Ms. Adams: When Will says that Option II has been vetted in regards to minimal, most of our athletes, if not all, prefer to remain in physical education. The coaches are aware of the Option II, athletes are aware of it, but we have no one that actually has proposed to be removed from physical education. In addition to that, there has to be a process in place that if the students do choose Option II, there has to be a classroom and a teacher. It has to be a scheduling issue that has to be addressed.

Comm. Capers: Got it. I get that part of it. Does Option II hurt our athletes in any way if they choose to?

Ms. Adams: Absolutely not. All of our physical education teachers have been trained with regards to Option II from 2013. They are well and abundantly trying to help our athletes to succeed, whether it be in the college prep or just with regards to the course itself. There's no way that it would hurt the athlete as long as they meet the core content standards.

Comm. Capers: Say my daughter is a high school basketball player and she takes part in Option II. What does that look like for her?

Ms. Adams: There is a packet that needs to be completed by the home. It also has to be completed by the physical education teacher and supervisor. Let's say it's at Eastside or Kennedy, then it would work through the supervisor of physical education. Then there has to be a scheduling issue that has to be addressed because once the student is removed from physical education there has to be a teacher directly associated with the student who is responsible for the New Jersey Core Standards and making sure that they're being completed and met.

Comm. Capers: If my daughter takes part and it gets approved and I fill out the packet, now my daughter has to take an extra class or any type of elective class?

Ms. Adams: No. Once the student is removed from the physical education class there has to be a teacher there in the classroom that has to be accountable for whatever work is being missed. For example, let's say there are 10 students that are being removed from period I. Where do they go? What do they do? There has to be a classroom with a teacher there. That classroom at that time can be used for a multitude of things. One being the Core Content Learning Standards in physical education and other things that the teacher can assist the student in with regards to academia.

Comm. Capers: It could be used as a study period?

Ms. Adams: That would not be an appropriate term that we use. We could say SAT prep. It could be used for college prep. It could be used for a combination of things as long as it's towards academia and as long as they meet the learning standards.

Comm. Capers: So all students can report to the media center or library and while the librarian or technology specialist is in there they could be doing technology work or something else like that. They can take something along those lines, but they don't have to necessarily take an extra class or elective. I guess it's not clear to a lot of students. Say one student is the star athlete of the team. He doesn't want to take gym. He is working out every day and he's doing whatever he's doing for the district and for the team. Now he or she thinks that they have to take an extra class or an elective. That's how it's perceived.

Ms. Adams: It's not that it's an extra class. It is written work partially or a log that needs to be kept in regards to their fitness or the information that has to be returned. The assessment has to be given to the students so that we know that they're meeting the learning standards. That has to be addressed. It can only be done by the physical education teacher because they're the only ones that can assess it. It is not an elective. It is not extra.

Comm. Capers: If we're going to call the class an SAT prep program, how can a physical education teacher provide work?

Ms. Adams: The physical education teacher provides work to the student to be done during the season. That work then has to be returned to the physical education teacher so that they can then assess it and given an appropriate grade. Especially now that we're back to local control and being monitored by NJQSAC, one of the most important things that they are going to monitor will be all mandates, including physical education. Then the only other course that is mandated is health. They have to return to health. They cannot be excused from that, just so you know.

Comm. Capers: The other thing about Option II is my daughter plays three sports. Just take a student who plays football in the fall, basketball in the winter, and track or baseball in the spring. Now I'm in my third season. Can I take part in Option II?

Ms. Adams: What we found in 2013 when we had the committee and we did the research is that the number of three-sport athletes is very minimal. The other piece is in regards to having someone who wishes to opt out. To be quite honest with you, most of our athletes do not want to opt out. They want to participate in physical education for various reasons. As you said, they're the star athletes and that what they can excel in. They have fun and that's the bottom line.

Comm. Capers: With our coach in Irvington we put something in place. We worked with the Board to put a district policy in place. Our kids do want to take part in physical education. They do want to go to school where they don't see their teammates. They see other students they want to compete against in whatever sport they're teaching. I get that part. I was an athlete in high school and anybody else who was an athlete in high school will understand that when you're young you just don't think about things. I want to play dodgeball, but not thinking I have a game or practice this week and I could twist my ankle or get hurt. This has happened in this district in this past year. Coaches have explained to me that something has to really be done here. We have to sit our kids during gym period while they're in season.

Ms. Adams: I'm not aware of any athlete being hurt during physical education, but I can tell you there's no physical education teacher in this district that would force an athlete to participate. There are other options that we have for the athletes during physical education. For example, they can keep score. They can referee a game. There are various other things that they can do rather than participate and still be assessed appropriately. We as a department have Option II as an option. We welcome it. As long as the students meet the New Jersey learning standards we're open to it.

Comm. Capers: How do we portray Option II to our students, especially to our student athletes?

Ms. Adams: The coaches are made aware of it each year at the training session in August, winter season, and spring season.

Comm. Capers: The coaches are made aware. We're just relying on the coaches to relay that information to the students?

Ms. Adams: Currently that's what the process is. If the coaches, parents, or students are interested in being removed from physical education during their season, we're more than open to oblige that. There is a process in place at the school where students, once they are removed, are placed in a secure area so they are able to complete the assessments or the work that's given by the teacher.

Comm. Capers: I'm just looking out for the coaches because I coach high school football in the state. I'm not in our building. I know a lot of head coaches are in the building. In our school almost none of our coaches are in the building. We all have our own lives. I'm thinking about my kids, whether they went to school or not. I'm not thinking that when they go to gym maybe they're not participating because they could potentially get hurt. I'm saying as a district we need to do something to help our coaches out that are not in the building every day. We have a district where some of our coaches are not in the same building as our students. We just have to help them out when they go to gym. You're on light duty or whatever. I think we have to put something like that in place. That's my comments.

Ms. Adams: Any other questions for me?

Comm. Hodges: I think it's 8:47 and I'll even forego my question to go into public position because there are some people who have been here awhile. I'll ask the question after public portion if you don't mind.

Ms. Adams: Is that towards me, Dr. Hodges, only because I have to go to a wake?

Comm. Hodges: It's really a statement. All I'm going to say is I went to San Antonio and we had a workshop which said that for programs with Honor classes and Option II-type programs you don't get the activities on the part of the students because nobody encourages them to do it. This district went and made an aggressive approach to convince the students that you can do this. You can take an Honor class. You can take an AP class. There was a teacher and a guidance counselor that extended the effort to say that you could do this stuff. Not only did they see a dramatic increase in the number of students that tried, but also succeeded where it didn't happen before. That's all I'm going to say right now. We'll have opportunity to discuss it.

Ms. Adams: May I just make two comments? One is with regards to the advisor board for Option II. Will can attest to the fact that our Option II was far and above and advanced than any other district that was in the state. We had certain pieces in our packet that no other district had from the advisory board. Secondly, I just want all of you to know that our soccer middle school program has just won the Charter School Athletic League Championship. That is our middle school soccer program. Thank you and good night.

Ms. Shafer: We can go into public portion and then we'll come back. I just want the Board Commissioners to know we have a missing senior from PANTHER. We're just trying to call some people. He's in distress because when they call his cell phone he yells for help and then it clicks off. We're just trying to figure this out right now.

Comm. Castillo: Let's move into public portion. Ms. Shafer and Mr. Cozart are in charge of making sure that they call all the necessary departments to make sure that we find the student.

PUBLIC COMMENTS

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

Ms. Marcella Simadiris: Praise the lord everybody. Before I begin on the presentations that I witnessed tonight, I want to say that the Healthy You grant that this Board of

Education voted on and passed as a resolution is still not being implemented at Dr. Frank Napier Academy. Also, I had requested from the district a copy of the equity plan. I have not received that yet. I know Dr. Evans provided me with one about two years ago, but the document was very confusing and was not well put together. Back then I did recommend that the district improve on it because the presentation was not professional. Within that document it required a needs assessment, which is also required by ESSA. In September 2016, Dr. Evans made me aware that Dr. Frank Napier Academy had not ever done a comprehensive needs assessment and to this day I don't believe they've done it either. I really want to show my appreciation to you, Comm. Capers. You hit the nail right on the head with the enrichment program. Deputy Superintendent Peron and I sat down with my administrator about two years ago. I've been pushing for this at School No. 26, which is really open to this program. I actually was piloting for this back four years ago. I created a whole schedule that involved enrichment classes. I was talking about this a while ago. Actually, Deputy Superintendent Peron came and sat down with me and my administrator and we discussed exploring that. What we determined at the end of that meeting was that when you're in a low-performing school you are not steering away from the instructional model. If you do, your neck is on the chopping block. You witnessed what it looked like. I had to stand up and say this is what it looks like. You heard Superintendent Shafer say, "Maybe one, but I don't think they can do more than one." Really? Why can't they have what other children have? This is what we're talking about when we're talking about equity. We're talking about course options. ESSA requires, not only community stakeholder involvement, but involves that you create a list of inequities, especially in your lowest performing schools. You request that, Dr. Hodges, of the district. I'm hoping that they make that documentation public. I'm really concerned to continually have to stand here and watch my students continually be robbed of what other children in this district get to have. I've been coming to every Board of Education meeting for three years begging you all to do right by my students. I still have to stand here and listen to you all tell me what they can't have. It's ridiculous. It's not about what you want because ESSA requires that parents and communities are involved in this. I've heard them at meetings. I've heard what they want. They don't want more math and they don't want more language arts. They want enrichment. Please listen to Comm. Capers and mandate something like that be done at Dr. Frank Napier Academy because we need it. I don't know how many other ways I can tell you. We need it.

Ms. Rosie Grant: Good evening ladies and gentlemen. Thank you for postponing the executive session. I respectfully ask that you don't schedule executive sessions in the middle of Board meetings just out of respect for the public. I know your time is valuable. Everybody's time is valuable. If we know that the executive session is at the front and we should come in an hour later, that's helpful. If we know it's at the end and we come and get to leave, that's also helpful. I want to remind you that the 50-Book Club is coming up on Thursday at 5:00 at the library. 1,968 kids so far have read 50 books this year and that is phenomenal. It's a testament to having librarians back in place in this district. Thank you for that. I hope that you'll be able to join us at the event 5:00-7:00 at the library on Thursday. We had day one of a two-day restorative justice training for district employees. Five schools are participating. Thank you, Ms. Shafer, and your staff, Mr. Cozart, for putting that together. It was fantastic. We're looking forward to day two tomorrow and then to rolling out restorative justice in those five schools to start. Actually, one person came individually, so we have six schools participating and a few community members as well. Some good things are happening. We look forward to this. It's another strategy to engage kids in their own learning, to take responsibility for their own behavior, and reduce suspension and other out-of-school time. I invite you to look forward to hearing more about the restorative justice and to please support it when

we begin the rollout. I look forward to seeing you on Thursday. My prayers are with the young man who is missing. I pray that he is found safe. Thank you.

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

Ms. Shafer: They found the young man from PANTHER and he's okay. I still have one comment, Madam President. I want to be clear about what I said. We will pilot underperforming schools, but we're going to do it and be sensitive to the intervention periods. Some of those students need the intervention so they can get on track and get on grade level. We will be rolling that program out to all of the schools. It would be up to the administrator whether it's one period or the three periods, but we will be piloting it in the lower performing schools. If you've heard me talk at all you know that I want all of our students to be treated equally, not only in this school district, but as it relates to our peers in neighboring school districts. I can go on and on about our kids waiting for textbooks and all kinds of programs because we have to roll it out in five years because we don't have the money. I just want to make sure that's clear.

Comm. Hodges: Madam Superintendent, I think the point is that equity demands a bit more than just equality. That's the issue. I've been sensitized, only because of what I was exposed to in the training center where they talked about what that actually means and how important it is to students. It does expose students to more than they would normally get on an equal basis. I really am pushing and she has been here pushing this issue. It is time that we become more responsive, not for her, but for the students. I would like to see some of those things rolled out. I'd like to see measures we can monitor to make sure that those things are happening.

Ms. Shafer: I'm all about that, but I'm also about student achievement. I'm not going to have us make decisions so our kids get farther and farther behind. That's all I'm saying.

Comm. Hodges: I agree with that. The assessments for equity are important and I'd like to see those rolled out as soon as we can as we begin to talk about what that means so we can plan on how to address those issues and target the finances appropriately.

Comm. Castillo: Dr. Hodges, I don't want to forget that you had one more question about the last presentation. We have one more presentation left. Then we have two resolutions for a vote and executive session.

Comm. Capers: We have another presentation?

Comm. Castillo: Yes. It was in two areas. That was the issue. We do have executive session at the beginning and the end. It was just supposed to be the last one.

PRESENTATIONS AND COMMUNICATIONS

High School Certifications

Ms. Shafer: Will is going to talk to us about some of the high school certification programs we'll be offering in September for our high school students.

Mr. Graulich: Thank you everybody for your time again. I appreciate it. With regards to certifications, the broader term is industry recognized credentials. Industry recognized

credentials essentially verify an individual's competence or qualification for a specific trade or industry. They are often required or preferred to obtain employment, often for screening. Sometimes they're required for advancement or even retention. When appropriate, industry recognized credentials are often offered and vetted by a third party nationally recognized trade association. There are four types of industry recognized credentials – a certificate which is simply awarded upon completion of a course of study; a certification which indicates mastery or competency measured via an assessment; a license which is obviously legal permission to operate something, often issued by a government; and a degree. So, what types of credential opportunities do we currently offer in the district? The first would be competency credential exams. Our Perkins funded CTE programs are required in exchange for those Perkins funds to offer end of program assessments. The specific assessments are earmarked by the state and we have five NOCTI exams, which are National Occupational Competency Testing Institute exams. It's the largest organization of its kind. Completion and passing of these assessments is held in very high regard in different areas of the country. They essentially count, for lack of a better word, as a certification. Here in this region they don't carry as much weight, but they are required by the state so that would be for our Perkins funding. We have a culinary program, a dental assisting program, a nursing assistant program, an accounting program, and an A*S*K* marketing program. We have four certifications that we currently offer. CompTIA A+ identifies entry level competency in various areas of being a computer technician, ranging from operating systems, hardware, software, etc. It's currently associated with the IT Essentials course at SOIT and the Principles of Information Technology course at STEM. We offer Cisco Certified Entry Networking Technician certification. That exam is a Capstone and required exam for SOIT's Perkins funded Network Security Program. That validates the ability to install, operate, and troubleshoot small enterprise branch networks. We offer ServSafe Food Handler certification. Virtually any institution that serves food, ranging from school cafeterias to McDonalds and five-star restaurants, often require their employees to pass this examination and certification to ensure they have working knowledge of food safety and sanitation. That's currently offered in our Culinary Science III course at CAHTS. QuickBooks Certification is a strongly recommended certification by the New Jersey DOE for our accounting program. It's offered within our Accounting II course. Students take the cloud-based QuickBooks program embedded with Accounting I and II, and sit for the examination in their senior level course. We have additions planned for next year. No less than five certifications, which are new to the district, are planned to be rolled out and implemented. The first is WISE, Working In Support of Education, a nonprofit group based out of New York. They are a financial literacy credential. Last year when our K-12 Personal Finance curriculum was developed, it was developed not only with the New Jersey Student Learning Standards, but with a nod to the WISE assessment, which is for Certified Financially Literate. This certification is endorsed by the US Department of the Treasury and demonstrates knowledge and skills to be financially savvy both personally and professionally. That course is 100% and is already aligned to our curriculum. It's cited in our high school curriculum as a recommended activity. The curriculum is going to be revised over the summer to make it required for students taking Personal Finance in Paterson Public Schools. Microsoft Office Specialist – currently there are two courses that exist, which are Computer Applications and Essentials of Microsoft Office. We have plans over the summer to merge those two courses. The courses are very similar. The reason why the two courses exist is because there was a previously Perkins funded program that encapsulated one of those courses and you can't offer Perkins funded courses to other students that aren't in that program. We have plans to merge those two courses and call it a course along the lines of Microsoft Office Specialist to provide clarity, and the course will be designed for students to successfully sit for any of the exams in Word, Excel, Access, PowerPoint and Outlook. TIPS certification is strongly recommended by

the New Jersey Talent Network for Hospitality and Tourism. It's an abbreviation for Training for Intervention Procedures and similar to ServSafe it's a certification that many employers require of all employees to have in restaurants that serve alcohol. This is for students who are obviously 18 years and older who would be serving alcohol. It teaches them how to identify when to stop serving, best practices and what not. This is an industry standard and significantly recommended by that New Jersey Talent Network. OSHA 10 certification is a self-paced online training module that awards validation in construction safety and protocols for any entry level construction worker. This is the industry standard that's often sought after and should help students get a jump on employment should they walk into an interview and application with this under their belt. This would be associated with and plans to be rolled out with Construction Trades III currently offered at ACT. The final certification we plan to roll out is something I'm also very excited about and that would be FAA, Federal Aviation Administration, Part 107 License. Something we're going to be proposing for the Board's consideration in August is a new course that would be launched at SOIT and ACT about drones. Drone technology is very up and coming, but we still have time to get a little ahead of the curve and ahead of some districts around us in our area. We've identified a curriculum and resources, to build what we believe is a very strong drone curriculum. It's very STEM, physics and math based, and it's going to be fun. The purpose of this license would be to allow students to fly their drone for commercial reasons. What districts have done that we've observed where students have successfully taken a drone course their junior year is those who wanted to return for their senior year could do a school-based enterprise where they're creating revenue for the school for the drone program. They find some of the drones that perhaps crashed into the side of the wall in semesters past. There are a lot of great opportunities here to work with different departments reviewing and surveying building safety and construction, real estate photography, wedding photography, infrastructure, etc. It's a very exciting up and coming industry that I'm excited we may be able to get ahead of the curve on. Moving forward – what we've been doing in recent months and what we'll certainly continue to do moving forward is to ensure that our ear is where it needs to be and that we're working with the NJ Department of Labor and Workforce Development Talent Networks. They meet quarterly. New Jersey has seven key industries and it's a place where employers are communicating with institutions like ours regarding what they need and what they want for their students. We'll have continued collaboration with the NJDOE Office of Career Readiness. We'll have continued involvement with the Passaic County Workforce Development Board. We have a great presence there and our district actively participates in the Youth and Education Committee. Again, that is a forum where employers are telling districts like ours what they need from us. We're also utilizing our advisory boards. We have some great models for advisory boards and we're certainly not satisfied and want to continue to grow them and strengthen them. But what we've been in the habit of doing is really empowering our advisory boards and saying here's our curriculum, tell us where the gaps are. Tell us what we're not doing that we need to be doing. Tell us something that might have been a best practice five years ago but isn't any longer. And also, what kinds of certifications and industry recognized credentials we can be offering our students? Moving past next year and looking at the 2019-2020 school year, these are just a handful of some of the things that we've already started research on and hope to implement within the next few years. Child Development Associate for our students at SET, an industry standard for working in a preschool; Google AdWords and Google Analytics, great industry recognized credentials that are offered free of charge that can be great for our marketing programs; Google Certified Education (Level One) for our students at SET. If a student is applying to college who wants to be a teacher it would be very impressive to show that they are already extremely qualified with the practice of education and instruction via technology. AutoCAD, we offer an architectural drafting class at ACT; Adobe Dreamweaver for our

website design courses; Snap-On Tools sits on the advisory board of ACT – the administration at ACT is very serious about ramping up their automotive program and there are a number of certifications on specific tools students can sit for so when they go to an interview they can say they know how to work certain tool in the shop. ServSafe Manager, which is different from food handler, would be showing knowledge of front of the house and back of the house procedures; NCCER Carpentry Level I, the National Council for Construction and Education Research, is an industry standard that shows competency in not just safety, like OSHA 10, but actual skills. Regarding American Red Cross Adult First Aid/AED/CPR, our first priority would be engaging our students at HARP, students in our dental and nursing programs, ensuring that they're graduating with those types of certifications which should lead to jobs immediately as they go into college. There's also a great opportunity to train our own teachers. Should we put in the investment in our own faculty to become certified trainers we can reach a lot of students for far less money than it would take to have a third party come in. Plans are in place to have at least one industry recognized credential available in each of the high schools by 2021. I put Choice high schools there but that shouldn't be because all high schools by 2021 should be able to offer no less than one certification to students enrolled in that school. Thank you very much for your time. I'd be more than happy to take any questions you have.

Comm. Hodges: I'm going to try to get ahead of the exuberant youth on this Board. Are any of these programs taught online?

Mr. Graulich: The OSHA 10 is an online module that students would take time out of their Construction Trades III course and the curriculum would be revised to allow that time where they would have a self-paced exam. ServSafe certifications as well are an online module.

Comm. Hodges: If that's the case, then there's no reason why a number of schools couldn't have three, given that fact, and I think we need to look along those lines. By the way, why don't our culinary arts students cater many of our...?

Ms. Shafer: They do. In fact, they're catering Thursday night for me, they're catering the two pastor's meetings I have, one during the day and one at night, and they're catering the law judges on the 13th.

Ms. Peron: In the past, they've catered meetings around full service community schools that we've had visitors from other districts and the DOE. They've done the catering for us there.

Comm. Hodges: Let's give them credit for that. Let's make note of those things that are happening so that we can encourage them and certainly give them the recognition they need. My real issue with certification is...what percentage of our students graduate by the PARCC, recognizing that 26,000 out of 80,000 or 90,000 statewide graduate?

Ms. Shafer: Right. I think we have 600 or 625 this year that went the alternative assessment.

Comm. Hodges: How much?

Ms. Shafer: About 600 to 625.

Ms. Peron: It was less than last year.

Ms. Shafer: Yes, but not much.

Comm. Hodges: Out of a total of...? It's a large percentage.

Ms. Shafer: Yes, it's large.

Comm. Hodges: My real concern is we have to find a way to change that. I don't want to say I don't have confidence in programs like Credit Recovery, but those programs must demonstrate that those students are capable of passing the high school diploma, or what the state is defining as competency to be called a high school student. I'm nervous because of what's happening statewide. They don't have a test yet. They're talking about extending PARCC for at least another year. And then they're getting rid of the SAT and the other alternative test, which means we're going to continue to have...absolutely, which I don't think adequately assesses whether a student can be called a high school student. So while these programs are great in and of themselves and I begrudgingly support them, as you know, I think something has to be done to drastically lower the number of students. I need another look at the Credit Recovery program because too many of our students are going out through that and even though it's great for our graduation numbers, it isn't great for the students when they get out in the street and they can't perform. I know Mr. Ramirez sees some of our students come to his school who could benefit from more training when they get there and that's not just his school, but it's across the board. So I'm looking to find some way that we can tighten up the Credit Recovery program. I'd love to see some of these programs that can be done online used so that you don't have just one, but you can have three and keep on building those programs to give those kids other skills while we tighten up what we're giving them as overall high school skills. I think we need a plan to do that. I don't want to wait for the state to figure out what they're going to do with PARCC. We have to find a way and we have to be at the table when it comes to discussing what that test is going to be. Districts like ours have to be there and we have to find a way to give input on what they're going to do because it's going to impact us significantly. Thank you.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

Recommendation/Resolution: is to comply with purchasing laws to award a contract for "Retaining Wall & Fence Repairs at PS 19", PPS-294-18, during the 2017-2018 school year.

Whereas, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

Whereas, the Executive Director of Facilities Department determined that the district has a need for "Retaining Wall & Fence Repairs at PS 19", PPS 294-18 during the 2017-2018 school year and provided the specifications for this formal public bid process; and

Whereas, bid specifications were E-mailed to approximately one hundred-twenty (120) contractors (the list is available for review in the Purchasing Department), of which seven (7) responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in The Herald News on February 20, 2018. Sealed bids were opened and read aloud on March 22, 2018 at 11:00 am in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, as per the attached bid summary, the Department Facilities along with the Department of Purchasing recommend that the bid for “Retaining Wall & Fence Repairs at PS 19”, PPS 294-18, be awarded to the lowest responsive and responsible bidder(s) during the 2017-2018 school year to the following vendor(s):

Alimi Builders Inc. 637 Wyckoff Ave. Wyckoff, NJ 07481
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Whereas, the awarding this contract is in line with the “Brighter Futures Strategic Plan 2014-2019”, Priority II – “Creating and Maintaining Healthy School Cultures”, goal 4 – “Create/maintain clean and safe schools that meet 21st century learning standards.”

Whereas, in accordance with the Act at N.J.S.A. 18A:7G-13a, the District has received a Section 13A Grant from the New Jersey Schools Development Authority (NJSDA), in order to undertake the retaining wall and fence repairs at P.S. 19; and

Whereas, all costs associated with the design and construction of the project will be accounted for and paid via a Fund 30 Capital receivable from the NJSDA; and

Now Therefore, Be It Resolved that the Superintendent supports the above mentioned recommendation that Alimi Builders, Inc. be awarded a contract for “Retaining Wall & Fence Repairs at PS 19”, PPS-294-18 during the 2017-2018 school year(s) in the amount not to exceed \$689,694.00 to fully complete the project.

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 1 be adopted.

Comm. Capers: Is this in the second ward?

Comm. Redmon: The first.

Comm. Hodges: Are we picking the vendor for the SDA?

Mr. Steve Morlino: Good evening. This was a 13-A grant from the SDA. Purchasing sent out a 194-bid request and seven vendors responded.

Comm. Hodges: They're going to pay for it?

Mr. Morlino: They will pay the full price.

Comm. Hodges: I am aware of some other issues with buildings that need repair, School No. 26 being one of them, and I'm told that there's not much funding available. Is there? Do we need more funding to address some of those?

Mr. Morlino: School No. 26 is where the wall was knocked down over the weekend. We're awaiting a quote. We had a vendor out on the 29th to take a look. We do need to replenish that account July 1.

Comm. Hodges: We're going to wait until July 1 to do that. You can't move until the quote is addressed until July 1 when the money is available. Are there any other buildings that we are experiencing that kind of hold on?

Mr. Morlino: Our time and material accounts are basically extinguished for the year until next year. We have some things that are going on using the existing funding that's left, but we need to replenish those accounts on July 1.

Comm. Hodges: Is there adequate money to do that on July 1?

Mr. Morlino: Yes.

Comm. Hodges: Okay. So we have to wait until then.

Comm. Capers: What happened with the retaining wall? Where did that accident happen?

Mr. Morlino: School No. 19 wasn't an accident.

Comm. Capers: I mean School No. 9.

Mr. Morlino: This is the retaining wall at School No. 19. This is due to deterioration. There's work that's going to be done at School No. 9 also, but that's not this.

Comm. Capers: Okay.

Comm. Hodges: There is a situation in the basement of Silk City Academy which has been lingering for a while. That's also waiting for the...

Comm. Castillo: We're in the middle of discussion for this one. If we finish this out we can come back to a discussion on that.

Comm. Hodges: The issue was the funding. That's the link to this one. I'm willing to come back and discuss that.

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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self
- Passaic County

- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Resolution No. 2

The 2018 National History Day Competition

Whereas, Priority I: Effective Academic Programs: Goal 3: Increase college preparedness and Goal 5: Technology and 21st Century Learning of the 2014-2019 Strategic Plan Schools; and;

Whereas, The Paterson Public Schools District has participated in National History Day for over twenty years. Three students from STEM in John F. Kennedy High School have advanced from the New Jersey State Competition to the National Competition. The advancing students are eligible to attend the National Competition on June 10th to the 14th.

Whereas, The New Jersey Student Learning Standards are used serves as the foundation for all research projects for this competition.

Whereas, the competition inspires students to conduct extensive research in the annual theme "Conflict and Compromise in History". The research conducted is displayed in one of the five categories: website, exhibits, documentaries, performances, or papers. Students develop complex cognitive skills such as critical thinking, problem solving, and creative thinking skills while creating entries.

Whereas, the trip to the national competition will take place in College Park, Maryland and will consist of students from Paterson Public Schools District that will include general education, special education, and English Language Learners. The trip is inclusive of all three students who won the state competition.

Be It Therefore Resolved, that Paterson Public Schools approve students from John F. Kennedy High School STEM Academy Not to Exceed 4,970.00

Budget			
Item	Amount	Cost	Account Number
NHD Bus Transportation	1 Bus @ 1680.00	Not to Exceed \$1680.00	20.231.200.516.653.000.0000.001
NHD Teacher Registration	2 @ \$60.00	Not to Exceed \$120.00	20.231.100.800.653.000.0000.001
NHD Student Registration	3 @ \$150.00	Not to Exceed \$450.00	20.231.100.800.653.000.0000.001
Room/Board for Teachers	2 @ \$384.00pp	Not to Exceed \$768.00	20.231.100.800.653.000.0000.001
Room/Board for Students	3 @ \$384.00pp	Not to Exceed \$1,152.00	20.231.100.800.653.000.0000.001
Teacher Stipends	2 @ 4 days @ \$100 per day	Not to Exceed \$800.00	20.231.200.100.653.053.0000.001
Grand Total		Not to Exceed 4,970.00	

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 2 be adopted.

Comm. Hodges: I'm just hopeful that there's going to be a chaperone schedule.

Comm. Castillo: It was attached to the resolution.

Comm. Hodges: Okay.

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
- 4th and Inches
- Westside Park Group
- Florio Management Company (ACES Program receives donations)

Comm. Castillo

- Self

- Passaic County
- Scholastic/Jordan (Transportation)

Comm. Hodges

- Self
- Jumpstart
- City of Paterson

Comm. Martinez

- Self
- New Jersey Community Development Corporation (NJCDC)

Comm. Ramirez

- Self
- Berkeley College

Comm. Redmon

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

Comm. Simmons

- Self
- Family

OTHER BUSINESS

Comm. Castillo: Before we move on, I just wanted to make a comment. In the facilities committee and finance we asked Ms. Shafer for tours. I think all the buildings are in different conditions and we don't get to see them every day. She's going to give us three days. I think she emailed three days of schools and we're going to get the official time and date that we can go and visit those schools for all Commissioners that are available on the set dates that Cheryl is going to email out. If you just want to accompany the staff as well as the facilities committee so we can go and visit some of the schools. We can recreate a list and continue to advocate for various things that are smaller. We can help the facilities department make sure that we create a list of the smaller things and that will give us an opportunity to advocate for the bigger things as well.

Comm. Hodges: That's fine, but I certainly go on my own. My bike is back now, so I will be travelling around the schools. I appreciate the opportunity. The reason I was so concerned is the funding. That's my real issue, and whether or not we can only begin these projects next year. That was my concern. People ask me these questions. They're aware that I know. I need to get back to them to say this is why it's not happening until whenever. If the basement area of where there's a leak in Silk City is not going to be addressed until July then I want to be able to respond to people accordingly.

Ms. Shafer: Steve had sent me the next day a report and I sent it to the Board. Steve, do you want to just comment? I know they have already started.

Mr. Morlino: Yes. We started the work. It's a five-inch steel steam line that was leaking. The boilers are off now so it's not leaking. We went in. We're cutting the wall out. There's some damage to the wall in the storage room next to the principal's office.

We have to remove about eight feet of the ceiling. There's a major trough air duct line that goes through there that has to be cut and removed. The ceiling grid has to be removed. Then we need certified welders who are going to cut out about 70 feet of that pipe. We've repaired several feet of that pipe in the past in the rear area. We replaced the condensate line. It's just old age and fatigue. The entire 70-foot line has to be replaced and we need some quotes to do that. We've secured the area. We've talked to the principal. We're moving him forward and securing that space for him.

Comm. Hodges: There's an odor which they believe is mold.

Mr. Morlino: We're cutting out a section of the wall where that odor is emanating from.

Comm. Hodges: Okay. Thank you very much.

Comm. Redmon: Mr. Morlino, is the section that you guys are cutting being tested for mold?

Mr. Morlino: It's visible mold. There's no reason to test it. When we're all done, we will do testing when we're done to ensure there's no airborne mold. At this point, it's visible. We don't need to test it. We know there's a slight mold condition there. It's dry. The leak stopped after the boilers were shut off.

MOTION TO GO INTO EXECUTIVE SESSION

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

The Board went into executive session at 9:29 p.m.

The Board reconvened the meeting at 10:15 p.m.

ADJOURNMENT

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

The meeting was adjourned at 10:17 p.m.