

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

June 6, 2018 – 6:51 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. Joel Ramirez
Comm. Nakima Redmon, Vice President
Comm. Kenneth Simmons

Absent:

Comm. Manuel Martinez
Comm. Flavio Rivera

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

Comm. Ramirez read the Open Public Meetings Act:

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

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

**Workshop Meeting
June 6, 2018 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Castillo: I officially want to welcome you all to tonight's meeting. I thank you for being here. Thank you for taking the time out to share with us and give us your input on the presentations.

Ms. Shafer: Tonight, we have four presentations and we're going to start off with the PTO from School No 15. You can see them in the front with their hot pink shirts so come on up.

PRESENTATIONS AND COMMUNICATIONS

School No. 15 Parent-Teacher Organization (PTO)

Ms. Jenny Cepeda: Good evening ladies and gentlemen. I would like to start off this presentation with a quote – “It has long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things.” Leonardo DaVinci. Good evening ladies and gentlemen and thank you for attending this PTO workshop. We will be presenting to you tonight the highlights of the Full-Service Community School No. 15 PTO 2017-2018 Committee. We as a team have given back to the community and helped parents overcome disparity barriers within their given environments. I would like to start off introducing you to our committee. We have the President Claribel Vazquez; the Vice President Ana Garcia; Treasure Beatriz Flores; and myself, Jenny Cepeda, the Secretary. We have Tanya Bush, the Parent Coordinator; and Glenda Cevillano, our Parent-Teacher Liaison. School No. 15 as a whole has accomplished a lot of things collectively with the principal. We have given back to the community and the school. With this presentation we're going to show you in pictures what School No. 15 has done for the community and for the children that go to the school. This is just a short list of the things. A handout was given out to you of what I'm going to be speaking about tonight. I only have a short period of time. I don't want to take the whole night. I would like to start off with something that was very important to our school and that we and the community needed as well, the building of our playground. Through building the playground we got to help the children in not keeping them inside the classroom and taking them outside so they could get a glimpse of what they're missing and what they haven't had in a long time. They get to use their motor function skills and socialization skills as well with other children that are in the school. It was a collaborative team effort. Traveler's Insurance was the mastermind that paid for the whole playground. Kaboom planned, organized, and also volunteered. St. Paul's helped with writing of the grant and volunteering as well. Habitat for Humanity also volunteered. The fire department helped with the entertainment, food, and also volunteered in building this wonderful playground. Most important, the PTO and the parents of the community came out and lent a hand in making this happen. As you can see in these pictures, it was a very big effort of a lot of people. We had over 300-400 people involved in making this happen in one day. We had bad weather, but we made it happen because we wanted something that was going to be beneficial for the kids growing up. Right here this is the PTO and the action team. In order to come up with funds for the school we've done garage sales and fundraisers.

We helped the action team on doing this. We've done four for the whole year. We collected those funds and they have gone back into the school where it's needed. We also have workshops for the parents. Our main focus in School No. 15 right now is the parents. Without the parents there won't be any children in the school. Without the parents having a good mental health there won't be any children going to school thinking about other things other than school. We made it our mission to help the parents out emotionally and mentally, in creating these workshops that are going to help them be better people for the community and most importantly for their children. As you can see, they've created decorations for the school. That's made a big difference and a big impact for the parents. We're living in a society right now where we're constrained by a lot of things. Depression comes in because you can't do things. You don't have the resources to do things. When you have a school that's opening the doors for the community to come in and deal with whatever issues you're going through, whether it be in art or helping clean up, this school provides all that for the parents and the community that is around it. This is what we do around Christmastime and Halloween. These are some parents that have volunteered to do that. These are more parents. As you can see, it's a collaboration of a lot of parents and they're enjoying what they're doing. Here we have also a meet and greet that we try to do at least two or three times a year. We go outside and we meet, greet, talk with the parents, and make them aware of the plans that the school has for them and for their children. This is report card night. A lot of parents come out and see and we explain to them what our committee is about and what we can do for them to help them out in case they feel like they can't approach someone higher. They can come here and speak to anyone of us if they feel they can't get their word across to the main people in charge. We're here and we help them to break those barriers so they're not afraid. No matter how or where they come from they can go and speak to these people and get their point across for whatever it is that they're going through at home or with their children. We also help out in decorating for school events. Our lead creative director is Ana Garcia. She is our Vice President. She's in charge of arts and crafts and she's a very good one too. They give the children a sense of comfort. They can come up to any one of us and we're going to open our arms and nurture them, like they're supposed to be. We're not going to turn them out. This is our holiday breakfast that we also try to do for the school. We have a Christmas. We have a Thanksgiving. We have a Mother's Day. We give back so they can feel special about themselves. It's a collaborative event where everybody joins in and brings food. We have a potluck in the morning and everybody is just happy. We get to socialize and everybody gets to know each other. It's not just we come, drop off the kids, and just go. You have time to meet and greet with whoever is in the school and whatever services the school provides. We also have toy drives. We get a lot of donations from Father English and from the stores that are within the community. They donate because they want the children to be happy. In order for them to help us they give us things so that we can make the children happy. Here we also have fundraisers. We use those funds to give back to the school, whether the principal needs some type of help, the children need something, or a parent can't afford you buy something. We're there for them and we help them out in whatever it is that they need. We try to do a coat drive every year. This year it was charged to Ms. Cosell. She's one of our main contributors in setting up the coat drive. People from outside donate coats and the

children come. We hand out the coats to the most needy or anybody that needs a coat. The PTO started this year collaborating with the community by helping feed the homeless. As a collaborative team, we set up and we go to churches, cook, and make breakfast or whatever it is that they need. We help them out in that. That's a way of teaching our children to give back as well. Children don't go by what they listen. They go by what they observe. If we show our children that we can do good by helping others, our children are going to follow the same step as well. By taking this initiative, this is what we want to nurture in our school and the community around us as well. The school has a carnival day. You can imagine what a carnival is. We have cotton candy, games, and they go outside and play until it's time to go home. It's collaboration. Everybody gets together. Everybody wants to help out to make the children happy and give them a sense like they love me here, I belong here, I'm not scared of coming here, I'm not scared of the teachers, I'm good here where I'm planted. This is a way of us trying to prune our children to be good trees for the future. Without the trees we don't have oxygen. Without oxygen we don't have life. We need oxygen. We are the trees and our kids are the offspring. We have to invest and make sure that they're growing up correctly in the way that we want them to. We needed to help the school and we wanted to find out what way we could help the school be a better place. We asked the principal what she needed that was missing and she told us the school didn't have shades. The shade is very important because when the teachers are teaching, they can't see the smartboard. We donated everything that we collected and we bought shades for the school so that the children could get a better grasp of what they're being taught. It helps them out with UV protection, their eyesight, and it also helps the teacher get to them. They're not focused on something else other than the sun. For safety, when there was a big ice storm we didn't have the manpower to crack the ice. The principal was outside picking the ice off. A couple of parents saw that this was happening and they decided to join in and help her. It's a team effort. When you see a principal go out of their way, that's something that Ms. Garcia has demonstrated to our school and that's why we try to maintain and keep up with her to help her in whatever area she needs. She cares about the school. She wants her children to make it to school safe. She doesn't want any accidents. Nobody wants accidents. Nobody wants lawsuits. That's what's going to happen if a kid has an accident in the school. Those funds can go back into the school instead of a lawsuit. As you can see, it was a lot of collaboration. Last but not least, we try to educate our parents on how to understand the Board of Education. When there are workshops that are provided by the Board of Education we try to attend. We can't attend all the time because we have lives and we have to take care of that. But when we do, we show up and we represent. We've learned a lot of things from these workshops that we have used in our school as well. I think that's it. This is just the beginning. Our goals for the upcoming year are to have more craft classes that will last the whole year from September to June, have a graduation for these students, and exhibit it in the Paterson Museum so these parents can feel proud of what they're doing. Their artwork is displayed and when they have class trips they are able to see it. We want to establish cooking classes and parenting classes. We need to learn how to teach our children. It starts at home. If we don't know how to be parents at home, we can't give the responsibility to the teachers to do this. If we teach parents how to be parents, we will have a better outcome and a very

impactful one for the upcoming years. Support groups and diverse culture workshops are going to help the parents understand the different diversity cultures that are around the community. It's not just one. It's several and we need to understand them if we're going to be living in the same place. We're here and these are things that happen and they need to be addressed. Thank you for allowing me to present our school PTO achievements. It would not be possible if not for the hard work, dedication, and support of all the parents, the PTO staff, the school staff, and most importantly our Principal Ms. Garcia. To close it off, another quote – "Coming together is the beginning. Keeping together is progress. Working together is success." Henry Ford. Thank you for your time and have a good evening.

Comm. Castillo: I would like to not only thank them, but acknowledge the principal who's actually here today, Ms. Garcia, supporting her PTO. You guys have done a phenomenal job.

Comm. Hodges: Before you leave, I'm really heartened by the energy and the enthusiasm that you're putting into the school. I would like to know how often the principal and the administration staff meets with you to discuss the educational concerns of the school and the approaches to improving the school in the future with your assistance.

Ms. Cepeda: Every time we have a PTO meeting we include the principal and she also includes us in her meetings. We come up with approaches on how to foster good children behavior.

Comm. Hodges: I'm talking about academics, not behavior. One of the driving forces behind the improvements of schools is the parents. With your energy and effort that's a good place to start to talk to you about what's going on in the school academically.

Ms. Cepeda: The other day we just had a meeting and she was telling us of what she did and how impactful it was for the school. The children were at a below percentage rate and when she decided to change everything around, that picked up the school. Now the school is not where it used to be. Now it's above average. I hope that's what you're talking about.

Comm. Hodges: That's a start, but we can talk about sharing data with you and showing you areas of concern that you can impact on. As you've said, the parents are not only the first teacher, but also one of the most important people involved in the equation. I'm looking forward to that taking place all throughout the district.

Ms. Ramona Garcia: I do speak to them about data. I even spoke to them about getting out of status and how we got out of status. I did speak to them about creating workshops where we're teaching parents the way our teachers are teaching our students the math. It's the conceptual model. We are working on that. I have spoken to the parents about the data and how we're moving forward.

Comm. Hodges: Excellent. When you have people who are this engaged, it's certainly an opportunity to tap into those resources.

Ms. Garcia: I always say parents are the running force of my school. I don't run my school. They run my school.

Comm. Hodges: Excellent. Thank you very much.

Comm. Castillo: We definitely want to thank you parents for being involved. I know with the parents our children are more motivated and you're cultivating that sense of home, belonging and respect at the school as well. That's going to help our teachers and our principal make sure that our children are striving for success. It's definitely team work. I can see it and I appreciate you for being involved. Please continue the work and expand it as well. We definitely want to thank you so much.

School Safety Data System (SSDS) Report Period I

Ms. Kathy Lepore: Good evening Board Commissioners and Superintendent Shafer. My name is Kathy Lepore. I supervise the Student Assistance Department. We oversee the Student Assistance Coordinators in the various schools. The presentation you're going to see on several slides will deal with the substance abuse department and then also a slide dealing with violence and Capt. Smith's department. The Student Assistance Department does practice in school-based best practices by having SAC's in the buildings. We currently have 13 certified NJDOE SAC's servicing 32 schools. We do have two new SAC positions that were added to the department this year. That's why we have 13. Just for those who are not acquainted with the department and procedures, it's just a very brief process that you see on this slide on how the students are sent out if they're under the influence in their buildings. Basically, a behavioral checklist is completed. It's not a verbal command by a staff member saying Johnny needs to go out for a medical evaluation drug screening. Staff member completes the form. It could be an administrator, a staff member, a classroom teacher, a security guard, or someone during lunch periods, after school, or on school grounds. The student is identified to be currently under the influence, in possession, distribution, or if they refuse. A nurse checks their vitals. The parent is notified. A medical evaluation drug screening is conducted. If the student is negative, the process stops here. If a student is found to be positive under the influence, possession, distribution, or refusal, the student must have an assessment evaluation. A parent must be present with the bilingual licensed clinician that we have. The student returns to school and receives counseling by the SAC. Further referrals could be made to out-patient or in-patient treatment. The SAC follows up with treatment outcome and if necessary provides the after care, which they are required to do by code. Some summaries that I have here are prevention activities, dealing with alcohol, tobacco, and other drugs, and school-sponsored activities. I highlighted them in red just to be brief. Eva's Village has done something on addiction. Community policing conducts gangs and violence presentations. The Mental Health Players come in to various schools and talk about mental health issues. The Traumatic Loss Coalition has come in and talked about

suicide. Some other infusion of classroom lessons into the academic curriculum – SAC's have conducted classroom lessons on alcohol, tobacco, and other drugs, marijuana, mental health, tobacco smoking, Hookah pens, E-cigarettes, and as you probably have heard recently, vape pens. Some prevention initiatives to reduce violence and vandalism and substance abuse – we've had collaborative partners with the Paterson School District such as Montclair State University with the Paterson Coalition Against Substance Abuse, the Passaic County Prosecutor's Office, and United for Prevention in Passaic County. Student-related interventions to reduce violence and vandalism and substance abuse – crisis intervention and grief counseling. SAC's conduct individual and group counseling. We send students out to the Immedicenter. We've contracted with them for medical evaluations, drug screenings, assessments, and treatment referrals. We have collaboration with Perform Care, which is in-home therapy. We do refer to outside agencies. Some parent outreach that we conduct is dissemination of parent information materials in English and Spanish. We have information tables at back-to-school-nights and report card nights. We link family needs and community services. We also conduct parent conferences and meetings. We work in conjunction with the School Parent Liaison. Some of the updates in the drug and alcohol cases so far this year from July to December 2017 – the Immedicenter conducts the medical evaluations, drug screenings, assessment, and treatment referrals. Students have been found positive for marijuana, alcohol, alcohol possession, unauthorized prescription drugs, and paraphernalia, which is mainly E-cigarettes. Students can be found positive on these offenses – under the influence or use, possession, refusal, sale and distribution. Some findings and updates from July to December 2017 – we had more positives than negatives, and students in possession of alcohol, marijuana, unauthorized prescription drugs, drug paraphernalia, such as E-cigarettes, juuls, and vape pens. We have more males than females, 58-16 reported cases. We have sent one student to the hospital. Here's a 17-year comparison of the numbers of students tested. You have numbers, positives, negatives, and percentage. Here's an 18-year comparison chart that we have done and we continue to do on the number of positive and negative cases. That's also in your packet. This concludes my presentation. This is the violence that Capt. Smith can discuss.

Comm. Capers: Thank you for your presentation. Our partners that you mentioned that come into our schools, how many schools do they visit, how many times a year do they visit, and how many students are attending?

Ms. Lepore: I don't have those numbers right now. It would only be based on the numbers of students attending. Usually it's the grades or the classroom lessons that they come in to conduct their presentations.

Comm. Capers: Who's taking advantage of this? What grade levels? How are they chosen?

Ms. Lepore: It varies. It goes from grades 5-12. For example, in the high school it could work as grades 9 and 10. Freshmen and sophomores would attend a presentation. If

it's geared for seniors, then seniors would attend a presentation. Elementary school would be depending on the grade level of the subject matter.

Comm. Capers: You said they come in a few times. How can we get those numbers? Just looking at your 17-year data, currently we have 141 students that have been tested positive for any type of drugs. Is that correct?

Ms. Lepore: That was last year's data. It's the last column from July to December.

Comm. Capers: What's that number?

Ms. Lepore: That's 52 positives.

Comm. Capers: We decreased?

Ms. Lepore: Remember, 2016-2017 is for the full year. This is for the report period one.

Comm. Capers: You said we send these kids out once they test positive to these different partners that we use.

Ms. Lepore: Right. Those partners come in and assist us in presentations and meetings.

Comm. Capers: If somebody tests negative we just send them to the Immedicenter?

Ms. Lepore: No. If they test positive they're required to have an assessment evaluation to determine the extent...

Comm. Capers: By whom?

Ms. Lepore: By a licensed bilingual clinician.

Comm. Capers: Provided by the district?

Ms. Lepore: By the Immedicenter. The meeting with the parents is held here.

Comm. Capers: The Immedicenter is providing this service?

Ms. Lepore: Right.

Comm. Castillo: I know you guys have a few questions and so do I. Why don't we let the presentation end and then we can go back? It's one full presentation. Why don't we get all the information and then we can go back and ask questions? There might be things answered in the other portion that might relate one to another.

Comm. Capers: I have one last question. In years past how many repeat offenders have we seen?

Ms. Lepore: It varies every year. We've had approximately three to five this year with a third offense.

Comm. Capers: So this year you're saying three to five new offenders?

Ms. Lepore: No. Repeat offenders. We're talking about a third offense. We do have some students who come back as a second offense within the same year.

Comm. Capers: Can you just give me a process of what happens? If my child comes to school high on marijuana or whatever, what's the process?

Ms. Lepore: If a staff member identifies a student being under the influence, they fill out the behavioral checklist, it goes to the principal and then from that point the Immedicenter and the parent is notified and the student goes out for the test. It's a 10-panel drug screening, extended opiate panel, K-2 test, and breathalyzer test for every student.

Comm. Capers: How much time is the kid missing in instruction?

Ms. Lepore: In our specs we have that when we come in to the Immedicenter we are to be served first ahead of people, unless it's an emergency there.

Comm. Castillo: Can we move on with the presentation? We want to be respectful of his time. Then we will come back to that. Thank you, Ms. Lepore. Don't go too far.

Capt. James Smith: Good evening Board members. The presentation you'll see is from 2001 through the first reported period. In answer to Comm. Capers' question, I took what it looked like in July through December of last year and compared it to July through December of this year so we can have a gauge. Naturally, those two numbers highlighted in yellow add up to the 144, which is above it. I broke it down so you could compare apples to apples. If you go into the red, that's this year. During the same period last year, we had 30 instances of violence. This year we have 27. Last year we had 12 instances of vandalism during the first marking period and we had three this year. We had seven weapon offenses and now we have four. We had decreases in every category. However, as you can notice in the second half, because we go to six months as compared to four months, traditionally the numbers go up. They will go up because you're adding two additional months. That's the breakdown. This year we were one of the districts selected to be a pilot program for Student Safety Data System, which is SSDS. It replaced EVVRS, Electronic Violence and Vandalism Reporting System. It's a new system this year. With that, we have three entities that make up this reporting – substance abuse, which is Kathy Lepore, harassment and bullying, which is T.J. Best, and violence and vandalism, which is myself. I will say that as a result of our

efforts in Paterson many of the suggestions that we made they incorporated into the Student Safety Data System. Now I can entertain any other questions if you so choose.

Comm. Castillo: There's one more part so right after Mr. Best goes we can ask more questions.

Comm. Capers: Last year Mr. Smith gave this report. Nothing on Mr. Smith's side, but we gave the same report, just the numbers on how much violence, vandalism, weapons, and then the total amount. I asked last year and we're getting the same report. What's considered violence and vandalism? What's considered weapons? We just had the numbers up here. What does that mean? Violence can mean anything. Vandalism can mean anything. Weapons can mean anything. What does this mean? What types of weapons?

Comm. Castillo: You're asking for a description.

Comm. Capers: We had asked for this last year. We're putting this out here and then the press gets this. The numbers are high or decreased or whatever it is, but there's no kind of example of what this stuff means.

Ms. Shafer: I think there's a state definition of what each item means.

Comm. Arrington: How do we compare with other districts our size with our numbers? Are we higher or lower?

Capt. Smith: For the urban districts we compare pretty favorably because we're honest. If you get a bigger district than ours – there's only two – and they're reporting zero, something is wrong there. That's a credit to the Superintendent, Deputy, staff, and you. You stress the importance of reporting this. As you'll see when T.J. comes up, the numbers on harassment, intimidation, and bullying are high because we enforce it. We're interested in not really the numbers, but how we can help our kids. How can we help them so they don't have to endure this? We take it very seriously. I will make sure that every Board member gets a copy.

Comm. Capers: They're making copies.

Capt. Smith: Thank you. I knew you were going to ask. That's why I brought it.

Comm. Capers: I appreciate it.

Comm. Hodges: Ms. Lepore, I'm concerned about the suicide and how it's suicidal ideation cases. What perturbed me in particular is that I went to an event where I spoke to a number of students. I don't know whether you're aware of this, but a student complained that when students have suicidal ideation, they're not allowed to go to support personnel. I'm seeing the surprise on your face. I was surprised too. I'm

wondering what the process is if a child says, “I want to hurt myself, I feel suicidal, or whatever it is.” What should take place then?

Ms. Lepore: If you follow the crisis intervention manual, every school has a building crisis team. It consists of a variety of staff, which would be the guidance counselor, the SAC, the nurse, the child study member, and the principal. For example, over at Kennedy – and it does happen at Eastside too – on their door they have a variety of flyers and posters that if someone is not available they can always text a crisis line. Secondhand is one of them. That's just one example. They know who to go to.

Comm. Hodges: They who?

Ms. Lepore: The students at that particular school. That's because SAC's go into the classrooms and conduct lessons on mental health and suicide. They pass out literature and information. I know that one of my SAC's is there constantly in crisis situations with students. An English teacher could have given them an assignment to write in their journal. They wrote something and reflected something regarding suicide. That staff member would notify the SAC or the guidance counselor immediately. We do this all the time. We don't pick a certain day, month, or week. We do bulletin boards with regards to suicide awareness week and things of that nature. We always enforce that students need to speak to someone. It could be their classroom teacher. If that's the case, then that teacher knows to notify the SAC, the guidance counselor, or the guidance director in the high school, especially the high schools. The same thing would apply in the elementary schools.

Comm. Hodges: I think this was a high school student who asserted that they were not allowed to go at that time. However they announced their feelings, they were not allowed to go talk to someone. That's just the assertion. I'm just wondering what should have happened had that taken place.

Ms. Lepore: Every year on the crisis intervention manual there's always a presentation done to staff members, just like the policy and procedures for substance abuse. If staff members are present, they will have received that information. As far as I know, staff members use it and they contact the necessary people.

Comm. Hodges: What should have happened in the classroom with that child? When they stated that's how they were feeling, what should have happened from the standpoint of the teacher?

Ms. Lepore: If nothing else, the staff member would have notified the administrator in the building. From there, the crisis team can meet with the student and decide if it's a level I, II, or III. If it's a level one, it would proceed. If it's a level II or III, then they need to be sent to St. Joe's Hospital.

Comm. Hodges: I'm trying to figure out what would be the intervention timeline?

Ms. Lepore: It's immediate.

Comm. Hodges: That's what I'm trying to get to. If he or she states...

Ms. Lepore: They're in crisis.

Comm. Hodges: Right. Whatever it is, what should happen?

Ms. Lepore: It happens that day. As soon as they're notified, the crisis team gets together and they meet with that student. They then contact the parent and, if necessary, a mobile crisis unit.

Comm. Hodges: My concern is that child shouldn't leave the classroom.

Ms. Lepore: No. They're always supervised.

Comm. Hodges: That's what I'm waiting to hear. The child should not leave that classroom without somebody being notified that something is happening. I'm not quite sure I've heard that yet. That's what I'm concerned about. The implications were that they asked to go to somebody and were denied, according to the student. I don't know. I'm trying to figure out what should happen and make sure that everybody knows it should happen so that doesn't happen again.

Ms. Shafer: They should not be allowed to go anywhere because they need to have adult supervision at all times. We could take you somewhere or we can notify somebody. But we cannot let you out of sight.

Comm. Hodges: That's my point exactly.

Ms. Shafer: It kicks in immediately.

Comm. Hodges: Yes. That's what I want to hear.

Comm. Castillo: Is it across the board? I heard one school where they sent the student to St. Joe's Hospital, but now I'm hearing this. Is it the same information? Are we making sure that all the teachers and the administration have the same information across the board and not yes in one school and no in another school?

Comm. Hodges: That has to be tightened up.

Capt. Smith: In answer to your question, Dr. Hodges, every principal and every administrator at every school, whether it be grammar or high school, are versed in it. As Superintendent Shafer said, we take immediate action. The only reason I know that is because we had an incident yesterday. There are many incidents that we have on a daily basis. It could even be after hours where they contact an administrator. We will meet them at the school and set up the crisis team if need be. Worst case scenario we

will call for a mobile crisis intervention to come out and immediately take that child for evaluation. There are many mental health issues besides suicide. It could be they want to shoot up the classroom. It could be a variety of issues. We don't take it lightly, especially in light of where we're living today.

Comm. Hodges: I don't know how often you do the training with teachers. Whatever there's supposed to be, I would appreciate if that were reviewed with the teachers. That alarmed me and recent incidents caused me some concern. If kids are saying, "I want to hurt myself," and then they're told they can't go to the nurse or the guidance counselor...

Ms. Shafer: That training occurs every year. I know that you do it in September.

Ms. Lepore: That was done by Hibster too. Staff members had to go online and do that training.

Comm. Hodges: Does the violence and vandalism report reflect instances that occur outside the school, like on the sidewalk, as opposed to inside the building?

Capt. Smith: Basically, everything within the curtilage of the school, meaning the area surrounding the school, is reportable.

Comm. Hodges: On the block.

Capt. Smith: Within the campus area of the school.

Comm. Hodges: But not on the street. If I go out into the street on the sidewalk, that won't get reported?

Capt. Smith: No, unless it is two students that are leaving or coming to school. That would be reportable.

Comm. Hodges: That's the concern.

Capt. Smith: That would be portal to portal.

Comm. Hodges: Exactly. If there are fights – I don't know their number - on both campuses, that should be reported and captured in the violence and vandalism report.

Capt. Smith: Yes.

Comm. Capers: To add to that, if students go on trips, say the basketball team at another school grounds, are those incidents reported in this as well?

Capt. Smith: Yes, they are. It would be reportable because they're going to be travelling on a district-owned vehicle.

Comm. Capers: Even though it's not in school grounds?

Capt. Smith: It's on school property because the school bus is school property, even when you're off it going to another area.

Comm. Capers: Thanks for this report and analysis. I'm looking at some of the different scenarios. This still doesn't give me the answer I'm looking for. Maybe we have to ask for another report. Just take for example violence. I guess this is 2016-2017. We have 98 incidents of violence. What type of violence? I guess that's another report that we have to get. What types of weapons do kids have? What you have provided just gives me the definition of what is a weapon. It has guns, knives, and all these different things. What types of weapons are our kids bringing? Are they bringing box cutters? What is that answer?

Capt. Smith: I do have an answer for that. Being that they are so few this year, I took the liberty of breaking them down for you. We only had about 30. The four weapons, one was a Taser, a knife, a hammer, and undefined. That's four weapons there. The vandalism was damage to property. The 27 incidents of violence are simple assaults between each other, one sexual assault, 10 threats, and 13 simple assaults. That basically does the 27.

Comm. Capers: So there are only four weapon charges. Are police reports provided for these?

Capt. Smith: Depending on what it is, yes.

Comm. Capers: Any type of violence that's reported here doesn't get reported to the police?

Capt. Smith: They do. Weapons get reported to the police.

Comm. Capers: How about vandalism?

Capt. Smith: Vandalism gets reported because we want to make sure that especially if it's within our deductible that we get reimbursed for it. They get reported too. Our insurance company requires us to do that, so we report them.

Comm. Capers: Violence can be fights or arguments.

Capt. Smith: A shoving match. Some principals, like Zatiti Moody, will determine if it's a shoving match and does it rise to the level of an assault. It will go by those definitions that I gave you.

Comm. Capers: So how many fights in this 27?

Capt. Smith: 13.

Comm. Capers: 13 for this whole year.

Capt. Smith: No, 13 and then 10 threats. That's 23 out of 27.

Comm. Capers: It's only 13 fights.

Capt. Smith: Yes, 13 and 10.

Comm. Capers: From September to now we're looking at 13 and 10.

Capt. Smith: No, September to December, four months.

Comm. Capers: You're looking at 13 fights and 10 threats.

Capt. Smith: 13, 10, and then also three.

Comm. Capers: I'm just looking at the violence.

Capt. Smith: I'm trying to count them up because I did break them down a little bit. We work very closely with the principals, depending on which school it is, to alleviate that. We have seen the fruit of our labors. Whether it be T.J. or Kathy presenting, we do a lot. Let's not forget we also involve the parents. If we see that there's an ongoing problem, we will call parents in and have both of them meet. They will have a more calming influence on them than the administrators do because they're able to work it out between themselves. We're not looking to start records for them. We're looking to see if we can solve it before it becomes a problem.

Comm. Redmon: Comm. Capers, because this is part of operations maybe we should do a report each month with the actual events. If you have an incident we will get the actual report with the numbers and the data. Then we can count the data going back and forth. For example, for May you might have had this incident. You can cross-check the numbers when it comes back to us at the end of the year with the presentation.

Comm. Hodges: I also would like the numbers.

Comm. Redmon: It would be shared with the full Board, but it should be vetted through operations.

Comm. Hodges: I have one more question for Ms. Lepore. It's very noticeable that after the 2008-2009 school year either we've gotten a lot better at identifying students who have incidents of substance abuse or there's been a dramatic increase in the exposure. That's when the curve changes.

Ms. Lepore: Are you looking at the chart? Back in 2000 is when we started and we had 26 SAC's. As soon as they were cut it just reversed itself. We had more positives than negatives.

Comm. Hodges: That's troubling.

Ms. Lepore: Yes.

Comm. Hodges: Are you suggesting that the number of positive cases have gone up because the students aren't being serviced appropriately?

Ms. Lepore: No. It's prevention work. If you don't have the numbers of people in the schools... You have SAC's that are working three to four schools.

Comm. Hodges: They're not being serviced appropriately. They can't, is what you're saying basically.

Ms. Lepore: That's basically it. They're in a school one day a week if they have four schools. One day they're in four schools. One school is their home school and they're in there two days a week.

Ms. Shafer: To answer your question, Dr. Hodges, when you cut services like we've cut, 526 positions throughout the district, at the end the children get hurt. This is just another example of those cuts because we've lost \$270 million. It's certainly on the list of priorities and that list of priorities is \$270 million.

Comm. Castillo: May I suggest that you get more clarity on that in operations. Let's also be mindful of the folks waiting to speak in public portion. We still have another three presentations to go.

Comm. Hodges: Then that's too much on the agenda then because we're going to ask our questions.

Comm. Castillo: I'm not having you stop asking questions. We also have to be mindful of everyone that's here. We want to try to get through all the presentations. I think this should go into operations as well for further review. I totally agree, but I think it requires a more intense and longer conversation that we have to have with Ms. Shafer and the operations committee as well. If you don't have any more immediate questions, I will have the next presenter come up. We can get our information together and make sure all the questions are asked through our committee chair and everything will be answered for us.

Mr. Theodore Best: Good evening everyone. As you know, we do this report two times a year. It's a lot of the same information in terms of the background. However, the data does change. For information for the public, the law was created in 2011, which requires all school districts twice a year to report all of the incidents of harassment,

intimidation, and bullying involving students and how many of those incidents were actually confirmed and required remediation. It also requires us to talk about all of the programs and trainings that take place at the school. The ultimate goal of the law, which is the Anti-Bullying Bill of Rights, is to foster and maintain a positive school climate by focusing on the ongoing systemic processes and practices in the school to address school climate issues such as HIB. It's not just HIB, but that's one of the main issues. As Capt. Smith talked about earlier, the SSDS report, which is the School Safety Data System, replaced the HIB-ITP report, which was the Investigations Training Program report. There were two different reports that had to be done by the department, which was the violence and vandalism report, and the investigations and training report. This new SSDS report combines all of that information into one. I would say one of the setbacks about this particular report is that it includes all of the data for the school that consists of violence, vandalism, harassment, intimidation, bullying, and substance abuse. All of those are encompassed in one actual raw number per school and it's not broken down by what type of incidents occurred. We keep them internally as a district, but if you went online to find out what school had what, they would just give you a total number. In terms of the actual bullying cases that we have for the district, so far for the first report, which is September and December, we had a total of 216 incidents that were reported to the district. Out of those, 91 were confirmed. That is 42% of our incidents that were confirmed to be bullying. Just by way of comparison to last year, our total number of reported incidents were 479 and 164 were confirmed, which was 34%. To give you a comparison from the time when we started to report, which was 2011, until now, you can see that it's a little bit of a curve there. The big issue is that for the first couple of years while the law was still new it took a lot of training to get teachers, principals, and the community at large to identify what bullying was and to get them to learn the process. Also, in 2013 we switched to an online reporting system as opposed to a paper report system. The online reporting system allows for anonymous reporting. Students themselves, parents, and anybody can report incidents of bullying and we saw that number go up. Over the last two years, due to all of the training that we have in place as well as the programs that we're providing for the students, we're actually starting to see a decrease in that number. This year we're actually on track to decrease the numbers slightly as well. In terms of the training that we provide, they are one-day events. All staff members were required to do training at the beginning of the year. In every single school we have trainings as well. There are 16,236 individuals that were trained as part of the various trainings that we had. There were 65 trainings that took place during the first half of the school year. Here are some of the examples of the trainings we do. In addition to the trainings that we do in-house, we partner with the Paterson Police Department, Passaic County Sheriff's Department, Passaic County Prosecutor's Office, Legal One, and other outside vendors as well that some schools choose to use. They will hold assemblies. In terms of programs, they aren't a one-day event. They take place over weeks. An example of a program would be PBSIS. It's a series of activities that take place. I'm happy to report that all of our schools actually have at least one program in place. Here you can see some of the examples of the programs that we provide. I think a big program that we do and we're trying to get more of is the Pride programs. They actually look at repeat offenders of students. Instead of constantly addressing the bullying issue through suspensions and disciplinary actions,

they empower the students to take pride within their school building. These are the students who are picked to do odd tasks around the building. If you're a kid and the principal says, "I want you to come into my office and help me file this paperwork," it gives them a chance to have a one-on-one conversation with an adult who may not be necessarily their teacher, but a person who takes pride in them. Hopefully, the students in that setting will be able to address their issues. If you go through most of our schools you can see that there are murals painted throughout the schools. That's an organization called Halls that Inspire. The students that were selected for that program you would think would be the straight-A students. It's actually the students who we found to be perpetrators of bullying or engaged in bullying behavior. This gives them the opportunity to take pride in their building. If you look at the messages that are displayed throughout the buildings, they're very positive messages. The students now take pride in demonstrating what is important and what respect means to them. When they walk through the school building you can actually see their work and that really has helped to change their behavior. That concludes my report.

Comm. Hodges: Thank you very much for the report, Mr. Best. Have you broken down these acts of bullying into categories? It would be helpful when you're trying to address eradicating them if we could just see what types of things are happening. Then we can look at ways to apply some sort of remedy. Are threats a part of...?

Mr. Best: Every incident is addressed independently. We're required by law to bring you monthly all of the incidents that happened along with what were the responses for that as well. We just presented at the operations committee earlier today. In April we had 26 incidents of bullying. The spreadsheet that we provide you guys it lists the types of alleged incidents that occurred as well as what the remediation was for that incident. At the school level every school is responsible for having a culture and climate team, which is also known as the school safety team. This team every single month goes over all of the bullying reports that they have. They look at identifying trends and at remediating those trends and those issues. I can give you a perfect example. At one school they noticed that the majority of the incidents were taking place in the cafeteria. For that month, they had five bullying incidents and all took place in the cafeteria. As a result, the administration and the teachers said maybe we need to do something in the cafeteria. They drilled down even deeper and they found out that three out of the five incidents all involved the same student. Then they decided to actually contact that student's parent and see if they were interested in coming to visit and help out as a volunteer cafeteria monitor at that school. The following months there were zero incidents of bullying that took place. These are for the schools that are really engaged and we have some great schools that have school safety teams or culture and climate teams in place. This is how they really drill down on the data and look individually at addressing the behavior that is occurring.

Comm. Hodges: I'm very interested in finding out digital bullying. What kinds of things are going on? We're about to give people equipment and access online and I want to know are there fights, threats, or digital online abuses. What kinds of things are taking place?

Comm. Redmon: Cyberbullying.

Comm. Hodges: Yes.

Mr. Best: The state requires us to keep all of that data. When we input an individual incident into the state report, we have to list all the information you talk about. There's a six-page report that's part of the SSDS report that's required to be input to the state. The state then compiles all that data and at the end of the year they give it back to the school districts. We haven't received that data yet in terms of broken down. However, we do capture all of that information.

Comm. Hodges: But you have the number of cyberbullying incidents, fights, and threats that are going on. I'd love to see that data.

Mr. Best: It doesn't exist in a report right now, but we have all the information.

Comm. Hodges: I still would love to see that data.

Mr. Best: It just takes some time to put it together.

Comm. Hodges: I'm sure. Thank you very much.

Comm. Redmon: Would you like to break it down by month?

Comm. Hodges: I don't want to tax the young man. I understand he's been very busy. I would as a matter of fact. Obviously, the cyberbullying is going to be an interesting way for me to get a handle on that early.

Comm. Capers: Dealing with cyberbullying, a thought just came to my head. If there's a fight on social media and kids are posting it, is that considered cyberbullying? Is that recorded in your data?

Mr. Best: It can be. I don't want to say it's automatically done, but it can be.

Comm. Capers: Say the fight is on social media. Everybody sees it. We see who the person is. The students are recognized. They're all Paterson Public School students. I know the kids who are actually in the video get disciplined. The person who is posting it is considered cyberbullying. Does that person get disciplined as well in terms of bullying?

Mr. Best: It can be, but it's not automatic. The fight itself will be addressed through our student code of conduct. The incident that's posted on the internet, if it meets the categories under bullying, then we will address it as such. The motivating factor has to be based on a differentiated characteristic. It has to be a reason why that person is

targeted. If one of the kids who got into the fight felt like they were being bullied, then it would be addressed.

Comm. Capers: It has to be reported to the student. Say the fight gets 1,000 shares. If I'm the one that just got beat up, I'm not going to sit here and say this person bullied if I know all the students are sharing it. Is there some type of discipline that goes on? There's too much of that going on and it's a big problem.

Mr. Best: Every incident is taken independently. You have to investigate all of the aspects of that particular case. It's not an automatic.

Comm. Castillo: Let's give one of the other Commissioners a chance and we will come back to you. Someone else is going to forget what they're going to ask. Comm. Simmons has been waiting for a long time.

Comm. Simmons: Just to touch on what he's saying, I don't think it's automatic because it's just a share. If I post a video it doesn't necessarily mean that I'm bullying because it's two people engaging in a fight. Those two people had that whole separate issue. If I'm posting the video just because it's the age that we live in, no matter what happens people are pulling out their phones, it doesn't automatically mean I'm bullying those two people.

Mr. Best: I'm glad Comm. Simmons brought that out. If it's a simple share, for example, it may not be classified as bullying. However, if that person who shares it adds the comment, "Look at Raheem's fat self who just got beat up," then that's bullying. The kids themselves wouldn't even have to report that. Any reasonable person, which means you're a district employee or somebody associated with the district who sees that, will be responsible for making that report.

Comm. Capers: That's my point. Take that same example. If I see somebody in the district, what happens there?

Mr. Best: It will be a normal HIB investigation and go through all 10 steps as any other case. If there are 50 people who share that fight and all of them make that same comment or a comment similar to that, all of those will actually be investigated.

Comm. Hodges: Is there training that explains that to students?

Mr. Best: Yes. It's age-appropriate. Every single school we like to have at least one outside presentation done, either by the Paterson Police Department, Passaic County Sheriff, or the prosecutor's office. Every school in the district hopefully gets at least one of those types of trainings done. In their trainings they go over the legal ramifications of it as well.

Comm. Hodges: This is an assembly that the students are called to.

Mr. Best: Yes. Then again, there's also curriculum that happens during Week of Respect and a lot of activities that go on throughout the year. It may not be just one big massive assembly, but there are activities that happen.

Comm. Hodges: How soon can I get that report?

Mr. Best: I'll work on it.

Comm. Hodges: Thank you. You only have until the end of June.

Comm. Arrington: Is the online incident report done by students or parents? I notice that we're trending higher on reporting, but we're flat-lining on confirmed. Are the reports fictitious?

Mr. Best: Anyone can make an incident report. They can be anonymous, but if you're a district employee you have to provide your information. In a lot of cases there are parents who actually submit the report. You can do it online or you can tell an individual. All staff members in the district got the training. They know that if somebody says their kid is being bullied they have to do a report, which is why ours is so high. The bar to begin a bullying investigation is very low. However, the bar to confirm bullying is a little bit higher.

Comm. Simmons: When it comes to the legal ramifications, I heard Capt. Smith make the statement earlier that we're not trying to make sure kids have records. What happens to a student who is confirmed to have engaged in cyberbullying?

Mr. Best: Cyberbullying itself is not a crime. However, harassment is a crime. If it meets the level of digital harassment then it would go into place that way. If they're minors there are certain programs that happen. The kid doesn't automatically go to jail. There are a lot of trainings and programs that are required.

Comm. Hodges: Are you saying that cyberbullying itself is not a crime?

Mr. Best: No, but harassment is.

Comm. Hodges: What's the difference between the two?

Mr. Best: We have to get a legal opinion on that one.

Comm. Hodges: How do I look at something and say this is cyberbullying versus digital harassment? To use your analogy, fat Raheem is beaten up. Is that...?

Mr. Best: In order for it to be bullying, according to New Jersey's definition, it can be a single offense. According to the state law around harassment it has to be ongoing and continuous. A single incident wouldn't reach the level of digital harassment. It has to be ongoing and continuous.

Comm. Hodges: That changes your example. It has to be ongoing. If that was posted three or four times, or two times even, that would be digital harassment. But not the one post.

Mr. Best: Not the one post.

Comm. Hodges: Okay. That's better. Thank you.

Comm. Capers: You said each school has these different programs. I guess they're the PBSIS, PBBS, and Pride. I know you said that you like one better than all. Does the principal have the opportunity to pick which one? Do you mandate which program works best? Which program is working the best that you recommend?

Mr. Best: It depends on the school. We mandate that every school adopt at least one program. However, some schools have multiple programs that go on. For example, a school may have a single gender mentoring program. They may have a mentoring program that's just for boys and one that's just for girls. That would consist of two separate programs. In addition to that, they can also have a Pride program. They can also do Hallways that Inspire.

Comm. Capers: You can have all three in your school.

Mr. Best: Yes, some schools have five or six programs taking place. Every single school has at least one.

Comm. Capers: My statement was good job.

Mr. Best: Thank you.

Young Men's Leadership Academy

Ms. Cecile Warren: Good evening Commissioners and everyone. The purpose of the presentation this evening is to provide an update on the improvement strategies that were presented during the April presentation regarding Young Men's Academy. Some of the areas that will be elaborated upon during this presentation are academics and instruction, professional development, staffing, character education, leadership development, and the parent/student/staff compact. If you look in your folder – you either have a red folder or a yellow folder - there's a copy of the presentation as well as some support materials. The PowerPoint is on the left side. The first area is academics and instruction. As we know, Young Men's Leadership Academy has been identified as a comprehensive school, which means that they had to develop an annual school plan that was formerly known as a SIP, a school improvement plan. As part of that plan, it has four smart goals. The strategies are delineated in that ASP as well as some benchmarks which will be reviewed during the cycle review process. The first smart goal is relative to ELA. I'm not going to read all of it to you. However, this goal is

addressing the baseline at which students enter as specific strategies for those who are two or more years below grade level. Two of the strategies that will be used are research-based strategies such as the guided reading and the reader's response notebook. Those interventions will take place during the ELA block and also during the intervention periods. Smart goal number two specifically refers to math instruction. Improvements in math instruction will lead to an improvement in math achievement levels. Through the implementation of learning walks and coaching cycles, math educators will show a 30% increase in the math teaching practices as identified by the math teacher practice tool. That is located in the left-hand pocket of your folder, the specific rubric that's going to be used. Goal three is in reference to average daily attendance as well as chronic absenteeism. We do know that that was an area in which Young Men's Leadership Academy met their benchmark in the school performance report, but we're still continue to strive for improvement. Goal four is relative to writing. As stated earlier, these specific strategies are going to be implemented during the intervention period. We have intervention taking place during the instructional block and then also separately during the intervention period. To go further into how we're approaching academics and instruction, in May a team of specialists was identified from our academic services department that included content area supervisors and a specialist from our central registration department. That team was identified and they just participated in the COSEBOC conference which took place in Boston. In your folders you will see some of the focus areas that we brought with us to Boston as well as a reflection on what we participated in while we were there. We've also met as a group since we returned to work on our improvement plan. Those materials are there for you to peruse at your leisure. This month field research is going to continue. We actually have a visit scheduled to Eagle Academy next week. There's a literature review. The group is doing a book study. We have an assignment. We have homework that we will go over tomorrow when we meet again. Also, during June the strategic planning for the school is going to continue. June and July is where we will specifically work on the instructional model for the school. As was stated in the previous presentation, we are not looking to change the curriculum because the standards are the standards. However, we do need to develop an instructional model that works and is beneficial for working in a single gender setting with boys. Some of the essential components of that instructional model are project-based learning. The materials need to be culturally relevant and they need to foster a growth mindset. That work is going to begin with the staff before that work is approached with the students. We have to make sure the staff has a firm knowledge base in those practices. Students will also receive daily intervention following the intervention protocol. That was explored where we talked about the promotion procedures. They will also be provided during the extended day, which will be restored at the school. The next area is professional development, some of which has already taken place during the conference that the team attended last week along with the principal. Restorative justice was a professional development that was provided this week as well and the principal attended. In July the Eagle Institute is a three-day professional development that addresses the instructional model, coalition building, getting all stakeholders involved, and providing the social/emotional learning that is necessary in a single gender setting. All of the components of an effective single gender school would be touched upon during this

training. The intention is that anyone who teaches at Young Men's Leadership Academy will receive that training. Those who are hired after the institute this summer will be participating in the institute the next summer. In addition to the Eagle Institute over the summer, there will be coaching sessions that take place during the school year onsite in Paterson, which is indicated in the next bullet there. From September to June of next year there will be two onsite coaching sessions and there will also be virtual coaching sessions. The leadership team and the team of specialists who are identified to go to the conference will continue to provide support for the school during the course of the school year. There will be weekly professional development in the school for the staff. Regarding staffing, as per the PEA collective bargaining agreement, the Superintendent has the prerogative to identify a school as a Turnaround School. As such, Young Men's Leadership Academy would be designated as a Turnaround School. As per the collective bargaining agreement, that means the school day will be extended for 60 minutes. That means teaching positions will be posted. As we discussed earlier, people who teach in school need to want to teach in that particular school and that particular setting. We're interested in having teachers there who are interested in serving these students. Staff members cannot be placed at the school without the consent of the principal. That means no forced placements, which is also a challenge we've encountered in the past. As per the Turnaround agreement, staff members will be required to attend three professional development days during the summer and one school level meeting on a Saturday during the school year. Regarding character education and leadership development, those are essential components of an effective single gender school model. During the school visits that we attended at the conference it was clear that every single school that attempted a single gender program or school wholesale had to address social/emotional learning. That is one of the reasons why two full-time guidance counselors have been designated for the school. Students who engage in character education utilize the CEIS curriculum that we already have and team-building during advisory periods and one Saturday per month. One of the major concerns that our parents expressed during the two meetings I had with them was that we initially had a Saturday component at Young Men's Leadership Academy but because of funding that was removed. They were really concerned that that be restored. That is part of the plan, to restore that to one Saturday per month. Additionally, students will continue to participate in Omega Teens after school and on Saturdays. Our goal is to increase mentoring opportunities for our students. The parent, student, and staff compact was another outgrowth of the meetings that I had with the parents. This was something that was really important to them because, as we all know, parent involvement is key to any successful school, but particularly in this setting as a choice school. One of the requests that they had was that there be a service component for our parents. We want to make sure there's a wide array of opportunities for parents to serve. Not everyone can come to a PTO meeting. Parents have to work. They have different obligations. You might not be able to come to a meeting, but you might be able to come during the summer to help set up the library. Or you might be able to design an online newsletter and disseminate that. We need to provide opportunities for every parent to serve and contribute to the school in some way and that should be part of the compact. There will be a probationary period. That was also a major concern of our parents as a choice school. There is a missions and vision

for the school. There are pillars that are part of the program. Families and the students need to support those tenets. If a student is having challenges in terms of adhering to the tenets of the school, there needs to be a probationary period where the principal, the teacher, the parent, and the student meet and discuss what those challenges are and develop a plan and benchmarks to help that student improve. If a student does not successfully complete the probationary period then the option is there for them to return to their neighborhood school. Everything that I outlined to you are the plans for this coming academic year. I'm looking forward to continued professional development for the staff. We really need for the staff to be experts in teaching the way young boys learn. The conference is something that I believe the staff members should do every year because that is where they will be able to observe and share best practices based on single gender instruction and an effective school model. As I said, anyone who teaches at the school should be participating in Eagle Academy because they have a proven effective model at their institute. Continue to maintain the integrity of the enrollment process. Customize resource and texts where applicable. This is being done in phase two because, as I stated earlier, we're not rewriting the curriculum. We're developing an instructional model. Once that is solidified and implemented for a year, then we need to look to bringing in culturally relevant resources to replace ones that might be in place but not necessarily relevant to the students attending the school. The goal is to have one-to-one mentoring opportunities for our students. That means doing that in partnership with our high schools. Having adult mentors is wonderful and it would be great to have an adult male mentor for every single student. We know that there are some messages that are received differently when they're hearing it from a young adult, someone who is closer to the student's age. That is not something we want to jump into. We need to develop training and protocols for mentoring from our high school students to students at Young Men's Leadership Academy. Continue to sustain and grow community outreach and parental engagement. Provide more opportunities to that menu of ways for parents to serve and partner with the school. Utilize the PARCC recommendations and the unit assessment data from year to year to refine and drive the intervention protocol. Every year the smart goals need to be revised because every year as the ASP process and needs assessment must be done at the school. You don't necessarily carry over your goals from one year to the next. They should be based on current data at the school level. Service learning is another request that our parents had because that's something that build leadership because when you give to others that helps your own self-esteem. We want to develop a service learning component and a rites of passage program, which would take place on Saturdays. In terms of self-regulation and self-efficacy, student government would be an effective tool to develop that. It is, after all, a leadership academy. Those are the goals for 2019-2020 and beyond. Are there any questions?

Comm. Hodges: What particular aspects of reading are they struggling with? I know there are a number of components. What particular aspects of reading? Is there a primary area, or just across the board?

Ms. Warren: It really varies because the school has grades 3-8. I would say a consistent trend is comprehension, which is why guided reading is effective in that regard. That's a good research-based strategy.

Comm. Hodges: Guided reading pointing out what's being said and bringing home the message?

Ms. Warren: Guided reading is more one-to-one. We're using it in a lot of our schools at different levels of effectiveness. This is why I believe that teachers need training in order to do it effectively at Young Men's Leadership Academy. It's essentially working with small groups. You're observing, listening to the behaviors of students as they're reading, asking them questions so you can gauge their comprehension, and tracking that data, as opposed to whole class instruction. The teacher really knows to a student what aspects of reading each child is struggling with.

Comm. Hodges: Obviously from third grade is when we begin to have the divergence...

Ms. Warren: From learning to read to reading to learn.

Comm. Hodges: That's right. Also, the distractions that come as they move further and further away from their parents. You're trying to engage them with mentoring.

Ms. Warren: Yes.

Comm. Hodges: Is there a role for hands on learning experiences which are of particular interest to young males, like Maker Spaces and things like that?

Ms. Warren: Actually, we did see a really effective Maker Space at Putnam Avenue School. You'll see in your folder there's a list of schools that we visited in Boston. That is something that we're interested in doing, but that also requires professional development and training. Part of the instructional model will include kinesthetic teaching strategies so the students can physically get involved. Project-based learning may involve physically building things. That's what we're working on all over the summer. How do we take our curriculum and incorporate the way boys learn, so that they're getting the standards but in a way that allows them to move, think, build, and create?

Comm. Hodges: The reason I'm asking that question is because that's one of those things that cost money. I need to have an understanding of over and above what you're normally operating on what it's going to take financially to include those types of programming in terms of Maker Spaces and those materials that are sometimes very consumable.

Ms. Warren: Maker Spaces aren't going to be immediate because we don't want to order a bunch of stuff and put it in the school and then say go use it. We know how that works.

Comm. Hodges: I agree.

Ms. Warren: We don't want to do that. The time and focus really needs to be invested in developing the instructional model and the strategies. Then if we have items that we need to order I really think planning needs to go into that before we do that. I would hate to have things sitting in a box and not being used.

Comm. Hodges: I would hate to have nothing there either. I'm encouraging you to move aggressively in that area, particularly for young males. I'm reminded that Einstein was thrown out of school. Not because he couldn't do the work, but because his attention wasn't held. Many of our young males have the same problem. It's not that they can't do the work. We're not capturing their attention. We have to find ways to capture their attention, particularly early on because then they become locked into the educational process. That's why I'm encouraging that.

Ms. Warren: Agreed.

Comm. Hodges: Thank you.

Comm. Castillo: Thank you. We definitely want to make sure that we continue to support the school and get updates on how the school is going and make sure that we don't leave it to next year when we're trying to figure out what to do. We want to make sure that we continue to monitor and support the school every step of the way throughout the year. Thank you so much for the presentation. I know it's getting a little bit late. If it's okay with the Commissioners, we can move into public portion. Ms. Shafer is presenting the transition plan in various community forums throughout the city. I'm sure we can have those dates available on the website.

PUBLIC COMMENTS

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

Comm. Castillo: For all those that are visiting tonight, if you can keep it under the three-minute margin to be respectful of everyone else's time.

Ms. Rosie Grant: Good evening. How are you? This week Monday and Tuesday for the two full school days, as Ms. Warren mentioned, we had some restorative justice training. We had five of our schools, one individual teacher, one parent, and the entire Paterson Education Fund staff, and a Circle Keeper came in from Chicago and gave us an introduction to restorative justice. She called it an introduction because the full training is four full days 9:00-5:00 and she kept reminding us we're doing two days 9:00-3:00. It was a wonderful experience. The people in the Circle were really engaged. Some of them are in this room today. We're really excited about bringing restorative

justice to Paterson. We're calling it restorative practices because it's more than justice. There's a whole lot to it before we get to the justice part for the kids who have discipline problems. It's relationship building with and among adults and children. It's a whole cultural shift. I'm looking forward to its implementation, hopefully in September. It does require more training and planning. We're going to be working with Mr. Cozart to do that and other district officials. Please ask questions about it. If you want some information, I'm happy to share that. I would love for you to familiarize yourself with what restorative practices are so that when it comes before you, you will be ready for it. Thank you.

Ms. Georgia Taylor: Good afternoon everyone. My name is Georgia Taylor. My granddaughter attends School No. 21. There was a crisis that happened recently. It's been since September they've been picking on her. I've been complaining and nothing happened until this month. A couple of days ago I spoke to Ms. Shafer and to Ms. Soto. She's a parent advocate. I spoke to her and she reached out to me. They said they are investigating the bullying but I haven't gotten any letter. For some reason, it shouldn't go so far. From September to this month it's been nine months. That's a shame. The principal there claims he didn't know about that. To me, who can be a principal and not know what's going on in the school? The teacher knows what's going on and does nothing about it. When my granddaughter complains to her, she tells her to sit down. I'm thinking to myself they might abuse her and kill her and then after that you're going to call me. That's wrong. If it's her child, she wouldn't want that for her child. She's eight years old. A little boy punched her in the stomach. He was not there. She came on the following day and they told her what happened yesterday can't be undone. You're an adult. You're not 16 years old. The principal is not professional and the teacher is not professional either. They're not.

Ms. Shafer: Thank you, Ms. Taylor, for coming out. Just so the Board knows, we did meet the other day and the grandparent, along with the mother, was at the meeting. They requested that their child be moved to a different second grade. We did that and both Ms. Warren and I had further conversation with the principal as well as with all of the teachers involved.

Comm. Hodges: Ms. Shafer, if it doesn't meet the standard of bullying, and it very well may not because there's no single defining characteristic, how does that get addressed? In the past, bullying is you're picking on my child. Now we have a legal definition which is not all-encompassing. Their child is being harassed, struck, or whatever but there's no characteristic. How is that being addressed? We just can't tell them that's not bullying. They may hear that and say it is bullying to me.

Ms. Shafer: Once the parent, grandparent, or someone else wants the situation they call bullying investigated, an investigation did occur. T.J., do you have any of the dates or the information about the investigation? It did occur. We don't have the final outcome yet because there needed to be some interviews with students. Once we go through the entire process then the parent and the grandmother will be informed

whether or not it was bullying, and whether or not it was confirmed that their daughter and granddaughter was the recipient of bullying.

Comm. Hodges: I'm not worried about whether or not it meets the legal definition of bullying. The child is being repeatedly harassed in school. That's a problem. It may not be the legal definition of bullying, but it's a problem. You hear, "My child is being attacked." Even though the law says there must be some defining characteristic therefore it's not bullying, it is to them. We have to find a way to address those areas which are not the legal definition of bullying, but are student harassment, being picked on, struck, or whatever. We have to be just as aggressive on finding out how to stop those. It should not go from September to June.

Ms. Shafer: When I found out about it we scheduled a meeting immediately. Like I said earlier, while the parent and grandparent were there we brought two teachers in and we let the parent and grandparent review with them what they heard, saw, and what their granddaughter said. When everyone left, we had further conversation with these individuals. I'm not going to go into detail, but I can only tell you that I addressed the situation. We have a process for bullying. We addressed the situation whether it was bullying or not. It should not go on, whatever it is, for a long period of time and not be handled.

Comm. Hodges: Thank you.

Ms. Taylor: May I say something else? At one point, she got to the point that she was scared to come to school. She's afraid to come to school. She asked me to change schools. She would say, "Good morning grandma. I don't want to go to school today. I'm scared." She's scared because she's been beaten. I've complained to the teacher and, to be honest, she paid no attention to the problem. If she did, tell the vice principal, call the mother in, and speak to the parent. Nothing was done. I had to cry when I picked her up one evening. The boy punched her in the stomach and she was on the floor crying because her stomach was hurting. It hurts. She didn't deserve that. She's eight years old. To see an adult who doesn't care about the children, what are you doing in the school then? That's what teachers are there for, to attend to them and make sure they're okay. She gets punched and what happened yesterday can't be undone today? That's unprofessional. When she was in the meeting all she did was tell a lot of lies. She said, "I know you hate me." How are you going to say that to a parent in a meeting?

Comm. Castillo: Ms. Warren and Ms. Shafer, I don't know if you had the conversation on that specific part of the incident. I know the incident that happened with the child, but on the response with the teacher. If it requires further conversation and investigation then I think that's another avenue that we have to go into.

Ms. Shafer: We did address those issues when I was there the other day. I just can't go into that in any detail. I will say that we did bring the child down and I know the grandmother and the daughter wanted the child moved to the other second grade and

we did that. We did ask the guidance counselor to meet with all the children involved. They have to coexist in the school. We don't want children to have to be afraid to come to school. It's my understanding, and Ms. Warren might have more information, that today they all met and then at recess they were all playing together. I don't know if Ms. Warren has any additional information.

Ms. Taylor: Like I said in the meeting, I also found out they were recording my granddaughter. Instead of stopping them, they're recording her. Why would you record them instead of stopping them and sending them to the vice principal? If she's being bad, call me because I'm up there all the time. If she's being bad, you call me. Don't tell me you're recording her. That's illegal. She's eight years old.

Ms. Shafer: We addressed that as well. A teacher made a comment that she was recording the student. I'm just going to say that we dealt with all of that when it was brought to our attention the other day. Ms. Warren, do you have anything else? I know that the guidance counselor met with the students today. They just said that they were playing at recess together and there were no issues. The counselor is meeting and working with them to get along.

Ms. Warren: Right. That's something we stated would happen when we were at the last meeting. The guidance counselor was going to work with the students with the transition to a new class because it is at the end of the year. That requires managing. Students have made their friends. That has taken place. In addition, a counseling session has taken place with the other student. That is going to be ongoing. Regarding the staff, I will reiterate what Ms. Shafer said. To go further would be to go into personnel matters, but it was addressed that day. If there are any other issues, Ms. Taylor and her daughter are welcome to contact me.

Comm. Hodges: Is each incident considered to be fighting or violence?

Ms. Shafer: It wasn't fighting. A girl had pulled her hair. A student punched her in the stomach.

Comm. Hodges: That's an assault.

Ms. Shafer: It was those kinds of incidents. It wasn't to the point where she missed school, had to go to the nurse, or any of those kinds of things. It's inappropriate behavior. That's why we have a student code of conduct to follow and it was not followed at the time when these incidents happened. It was addressed.

Comm. Hodges: Thank you.

Mr. Luis Abreu: My name is Luis Abreu. I was a student of School No. 24, but I have transferred to a Clifton school about a year or two ago. I was constantly being bullied since the third grade. My mom has spoken to many of the teachers and the principal as well. I've spoken up, but they did nothing. I've gone to the verge of saying to my

teacher that I wanted to commit suicide because I was tired of being bullied and picked on. It is not right. When my teacher took me to the guidance counselor she immediately just called my mom. I completely understand that. The Principal, which is Ms. Cotto, and the Vice Principal, Ms. Acevedo, I kept going to them and they have done nothing at all. This happened between November and December of 2015 at least three years ago. I'm coming to speak up now because now I'm seeing a lot of the suicide victims are coming from bullying. It has to stop. The youth are observing from the adults and from other students as well. I've been always picked on and bullied because of my hearing disability. At the time, I was also overweight. I've told the teachers and the principal and they did nothing. When they sent me to St. Joseph's to a psychiatrist they told me that it had nothing to do with home. It was just the students that were being obnoxious and not caring about what people feel about what's going on in their heads. I would like to request that this stop. This needs to go around to every other school in the district. Bullying needs to be taken as a serious threat because this is frustrating parents. When I saw my mother crying because I wanted to commit suicide, I don't want to put them through this. Just because of others' obnoxious thinking or whatever they're doing to me, I wasn't going to let that happen. I wasn't going to let that take me down. When I went to Clifton Middle School, they had a police-free zone. Whenever there was bullying going on at the time, right away they investigated and take care of it. If that student did something worse than bullying, they suspend them, expel them, or just take it to the parents and see what's going on at home. This needs to be in the Paterson district as well because this honestly needs to stop. Too many students are being threatened and feel like their lives are not worthy anymore, just because of stupid students being obnoxious and not caring about what other people feel. This needs to stop, please. I would like to see a change in the Paterson district. I was born and raised here in Paterson. I know they can do better than this. Thank you.

Ms. Shafer: I'm going to ask Sandra Diodonet and T.J. to please get information from him. I want to go back and see what kind of reports, if anything, we have from 2015 and the timeline that he's talking about.

Ms. Erica Santiago: My name is Erica Santiago. My daughter is an eighth grader at School No. 7. She is transitioning with the help of this School Board to HARP Academy. I'd like to thank everyone involved for that. She does not have to go to John F. Kennedy. Today I had a meeting at HARP Academy. I was supposed to be given a tour. I feel that I was given an inadequate tour of the school. My daughter is in special education and when I went to speak to the principal, the child study team was not even there today. I don't think it was a problem to have a sit-down meeting with the principal and the child study team if we're the ones that are going to be dealing with her come September. I can't do my job as a parent providing moral support to get her into high school if the administrators don't do their job of taking the time to speak to me. I don't think I have to specifically say who I want to speak to. I think it should be common courtesy once a child is transitioning to have everyone get together so we're all on the same page. We all want the same thing. I understand there are several students in this district, but I'm a parent and my daughter is not just a name on a file. I think better

appointments and tours of the schools should be given to all the parents. Thank you for listening.

Ms. Shafer: Thank you for coming out. I did receive your email today with regards to this. David Cozart and Cheryl Coy are putting together the tour so that you can meet with the principal, the child study team, and take a tour of the building as well. They will be in touch with you.

Ms. Desiree Sanchez: Hello everyone. I only came today originally to observe. In the process of waiting for the meeting to start I called home and talked to my son. He told me about an incident that happened in class that I feel I need to talk about right now. He said that there were two kids that all year have been fussing and going back and forth. Finally, it escalated in very bad violence where one picked up a chair, threw it across the room, struck the other boy, and cracked his head open. I know there are only 14 days of school left. My son has been counting down the days. Every morning he tells me, "Mom, I don't want to go to school today." I ask why and he says, "Because they're getting crazy. Every day they get crazier and crazier and I don't want to be there. I can't learn and we're not learning anything." Now he's counting down 14 days and it's getting outrageous in that place. They're taking steps. They have a police officer there for the rest of the year at School No. 4. They're implementing all these programs, but they didn't implement parents within that program to see what they can do to help. My son won't be there next year because he's graduating. I felt like I had to speak up for the next years coming. It's not fair that other kids like my son are scared to go to school because they think that somebody is going to hit them or they're going to come home hurt. He says he has to sit all the way in the side or in the corner because he doesn't want to be around everybody. They act crazy, they throw things, they're fighting, pushing, and hitting. I've had an ongoing issue with this school with certain things. I get the administration involved and they handle the isolated incidents, but it shouldn't continue to happen. It's like I have to post stuff out there waiting for something to happen for the next 14 days. My son told me before I hung up with him, "Mom, please don't make me go to school until graduation because I don't want to get hurt." A 14-year-old in eighth grade should not be afraid to go to school because his classmates are acting out because it's the end of the year. The fact that now fights are erupting, what are the steps that they're going to take to really stop the violence and the incidents that go unreported at School No. 4? A lot of things don't go reported. They don't escalate to a bullying situation because they feel it's just an isolated situation. Somebody has to be physically injured in order for it to go that far. I had an incident happen with my son in fourth grade when he was assaulted in class while the teacher stood there and did nothing. He just walked to the door and called the guard. In that whole time this kid beat on my son for five minutes. This was in fourth grade. Now he's in eighth. Nothing has changed. It's still the same. It's just getting worse. You guys have to do better. My son is not going to be there anymore, but I fear for the kids going there next year. I just want to share what happened there and I hope you guys can look into it and get it resolved.

Ms. Shafer: I just want to make sure I have all the information. It was at School No. 4 and it happened today with the chair?

Ms. Sanchez: Yes.

Ms. Marcella Simadiris: Praise the lord everybody. Comm. Capers, you were present last night when at the meeting I told you that I had worn my pop shirt intentionally. This shirt was from my oldest son's science fair in middle school. It has Einstein on it and on the back it says "It came to me while I was riding a bike." I love this shirt and I wear it all the time because it talks about project-based and how different people learn. I keep coming up here and I keep on talking about the instructional model. The other day I sat in the audience and I'm listening to people talk about how this is an inherited problem. I don't hold that position because these people have been in the district for a while. This instructional model has been implemented at Dr. Frank Napier Academy since I've been there. It's not working. You heard a parent say there's no opportunity for the parents to partake in the process. I've been up here and I haven't had an opportunity to partake in that process, which is required by federal law that parents and stakeholders are involved in the assessment and the planning. School improvement plans are due now. You have to come up with your rationing for your ESSA money now. I wanted to make sure that our ESSA money goes towards social/emotional learning, not towards books that are going to stay in the back of the auditorium. That's what happens when you have a lack of collaborative spaces. I'm again going to recommend the training from the New Jersey Bar Association because it sounds a lot different when I heard the director over HIB speak. The language is just different. I have this folder with all these resources that I get from these meetings and I try to make copies and share with my colleagues, but I don't have a secretary. That's why it's important for these people in these positions to get this training. They have secretaries. They can replicate it. They're the ones that are going to make the shift. Me coming here to the microphone all the time, I do it because I have insight. When you all don't respond to it, what you're really basically saying is you're not even thinking about it and it's not important. That's what happens in your ethics training. They said all discussions should be taking place here. All this work I'm doing coming up here sharing everything, are you thinking about it? We're going to go into another year with this core instructional model and our children in that school are suffering. It needs to end. There needs to be collaboration. We need to revisit it. It's not working at Dr. Frank Napier Academy. Best practices say whoever wants to be involved, let them be involved. Don't try to block people either. You all are having all these meetings. I try to go to these meetings and I'm blocked. Why? Thank you.

Ms. Raquel Soto: Good evening everyone. I'm going to elaborate a little bit about what I wanted to talk about. I'm going to talk about something else because it was brought up about bullying. I'm going to first talk about an issue that occurred last week. I attended a parent meeting and I was disgusted when I walked into the meeting and there was a union attorney to represent the principal. I went there as an advocate. There should not have been an attorney there. The parent did not have a legal attorney. Is the principal allowed to bring a union attorney for a parent conference?

Unless the principal felt that they were going to lose their job because of the conference, then they should have had an attorney. I don't understand why there was an attorney there. Can someone answer that question first?

Ms. Shafer: This was the same meeting at School No. 21 that I attended. I can't go into personnel matters as to why the principal wanted that representation. Whether it's a principal or a teacher, they are entitled to have representation.

Mr. Murray: I really wouldn't have anything else to add to what Superintendent Shafer said. She's correct. They're entitled to have representation.

Ms. Soto: For a parent conference?

Mr. Murray: They're entitled to have representation.

Ms. Soto: I would like to see that in writing because what I researched does not say that, unless it has something to do that they feel that they're going to be disciplined. It was a parent conference. If so, that parent should have been advised ahead of time so she could have brought her own attorney. Yes or no?

Mr. Murray: I'd be happy to look at whatever you'd like to bring to our attention and respond to that, including the question as to right of representation and the possibility that that could be also accommodated.

Ms. Soto: If you don't let me know that there's an attorney there, how am I supposed to bring an attorney?

Ms. Shafer: Let me address that. When the attorney was there we had some back and forth. We could either not continue with the scheduled meeting and at that point the attorney said that she would leave the room until the conference was over. She left the room. They're exactly right. If we're going to have an attorney there, we should notify them so they have an opportunity to have an attorney as well. That wasn't done and as a result the attorney left the room.

Ms. Soto: So you mean to tell me for every parent conference they're going to bring an attorney?

Mr. Murray: I do not believe that every conference needs an attorney.

Ms. Soto: I don't believe so either. Now I'm going to elaborate on what the young man said about bullying. My daughter was bullied. She almost committed suicide and everybody knows this. I've never spoken publicly about it. I even took it to court. For my daughter to be bullied I could not talk about this for a long time in 2016. She had six bullying incidents and T.J. Best found them to not be bullying. I even brought it up to him and said I had to take her to counseling because she was depressed. It was never found to be bullying. For a mother to have T.J. Best on a trial stand and still there were

no reports until the end made for this child, this district failed her. I'm always going to carry that. Six bullying incidents T.J. Best found not to be bullying that I reported. Even to the point that my daughter locked herself in the bathroom. My daughter was separated from this child and she left her class and went into her gym class and they hit her with a basketball on her head. T.J. Best said it was not bullying. What do you consider bullying when she almost committed suicide? She took a stand in a trail and said, "I was going to kill myself." When are we going to change the system? When a child takes their life in Paterson? That's all.

Comm. Hodges: Madam President, I think we need to find another term. That's the issue.

Comm. Castillo: Let me just finish up and we can go because there's stuff we have to talk about.

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

Comm. Hodges: We really need to find another term because the state has given us a definition which does not suit the needs of the parents and students. They think that when you harass my child, they're being bullied. If you smack, push, pull their hair, they're being bullied. To the child and to the parents, they're being bullied. I'm going to school and facing this constantly every day. This is harassment and bullying. In the eyes of the state, it is not. In the eyes of the state, there's a well-defined narrow definition. The parents whose children are being harassed or whatever you want you call it are not benefitting from that process because they actually are losing out. It's not being handled the same way. When they go through the investigation and there's a finding of no bullying, the parent is asking what's happening to their child. We need to find another term to explain what's happening instead of calling it bullying. The child is picked on and abused by one child or a number of children over a period of time, in the minds of the parents and the students they're being bullied.

Ms. Shafer: Let me just say we need to follow the guidelines that the state has given us. When a parent or someone else says their child is being bullied and they request an investigation or they themselves go in and enter to have an investigation, by law we have to do the investigation. Depending on the outcome, if it's not bullying, then what is it? It was a fight. It was an assault. I hit her. I did whatever I did. There needs to then be a meeting with the parent and the principal to say Susie wasn't bullied, but Eileen hit her, pulled her hair, or kicked her. Then we fall into the student code of conduct. We can't just change things. We have to follow the procedures the state gave us. They did that for a reason because of some of the things we heard earlier today. If it's not bullying, then not only do they get the letter it's not bullying, but there also needs to be a meeting to say you violated the code of conduct doing this or that or whatever the case might be and here is the penalty because it's all outlined. We need to do a better job in training our folks and that's what we're going to do.

Comm. Castillo: I think that's where the disconnect is. If it's not bullying, then getting that other letter, going through to whatever the penalty is, and making sure that all parties know what's going on.

Comm. Hodges: All communications between the parents should have a definition of what the state is calling bullying. They don't understand that. For the longest time, that used to be bullying. Now it's changed because the state says it's not bullying anymore. It's something else. We have to make sure that they understand what bullying is and what a violation of the code of conduct is. What's happening to her child is a violation of the code of conduct and that should be addressed as another matter and all parents need to know that.

Ms. Soto: (Comments made away from microphone and were not heard on tape)

Comm. Castillo: Ms. Soto, we can't go into the details of everything that happened. We understand, but it's a conversation that clearly needs further conversation here. It's something that I expect the Superintendent to give us further information about. We can't go back and forth. Public portion has been called.

PRESENTATIONS AND COMMUNICATIONS

Two Year Transition Plan

Ms. Shafer: We have about five individuals that will review each portion of the transition plan.

Mr. Best: Just to let you guys know, for the transitional plan there are approximately 50 slides. I will try my best to move through them fast. As Ms. Shafer said, there are multiple people involved with putting together the transitional plan. We're going to get through it as best as we can. If you have any questions, I guess you can stop us as we go along. The Board really doesn't need this information. Pertaining to the history you guys all know it, but the public does. I think it's very important to state that the state came in to take over local control in 1991. They've been in control for the past 27 years. The district as a whole currently has 28,426 students enrolled with another 5,200 students who live in the City of Paterson and attend charter schools as well as vocational schools. A big happy day in the City of Paterson was May 2 when the state passed a resolution to return Paterson Public Schools back to local control. The next couple of slides talk about how that happened and what we have to do in order to transition back into that process. The first step after the state passed the plan is to develop and adopt a transitional plan. The transitional plan is supposed to take place over the course of the next two years. It essentially outlines all of the components that are listed within QSAC - operations, personnel, instruction and program, governance, and fiscal. A major part of the plan is to make sure that it's as transparent as possible and that the Board, the community and employees have an opportunity to give input. In terms of historical context, the state came in in 1991 due to fiscal irregularities,

nepotism, and student performance. It just wasn't one reason why the state came in. In order for us to get out of state control we had to address all of these issues. The state developed an evaluation process called the New Jersey Quality Student Accountability Continuum that consisted of five district performance review areas, which I just mentioned. In each area there's a possible 100 points that you can get. In order for a district to be seen as high-performing they have to obtain at least 80% in those performance areas. In 2014 the state awarded the first portion of local control back, which was Operations. In 2016 they awarded back fiscal management and personnel. This year, based off our 2017 evaluation, the state awarded back governance and instruction and program. Just in terms of some of our accomplishments or gains that the district has made in our test scores, you can see here data from our language arts literacy PARCC assessment where we identify our subgroups. You can see third grade African American females were able to reach double-digit increase of 10.7% on how they performed in that assessment. In the fourth grade as well, over 14%. Here you see in math that trend continues. We had an increase from one year to the next of over 16 points as it relates to African American females. Probably the biggest accomplishment that the district had is our graduation rates. Since the state started to judge the rates based off the cohort model in 2009 we had a 45% graduation rate. As of last year, we have close to an 88% graduation rate. That is a major accomplishment for the district and it's close to being on par with the state average. In addition to the increase in graduation rates, the students who are attending college, but two-year as well as four-year colleges, has increased steadily as well. Out of the five components of QSAC, the one area which we continued to score low on and seemed like a hurdle that we would never be able to accomplish was instruction and program. For the part in instruction and program, there were over 38 out of 100 points that looked at how the school district performed on state assessments. These questions for the most part had to do with whether or not the district met the state average. Paterson wasn't alone in not meeting the state average. I would say all of the former Abbott school districts, which are now SDA districts, failed to meet the state average, in addition to a lot of other ones. However, because these school districts weren't currently underneath state operation there was no penalty for them. Because Paterson was under state operation and wasn't able to attain these scores, Paterson, Newark, and Jersey City would have remained in state operation in perpetuity had it not been for an equivalency measure that was put in place. In the last QSAC evaluation the state granted the state-operated school districts an equivalency waiver for these particular areas. A little bit later, Eric Crespo is going to go over the aspects of that equivalency waiver. The second part after the plan is adopted is for the public to determine what type of Board they want to have. The state allows for two types of boards. Type I is appointed by the mayor. Type II is elected by the community. Paterson currently operates as a type II district. Throughout the entire State of New Jersey over 80% of the school districts, definitely all of the large school districts in Passaic County are elected by the community. There will be a referendum question on November's ballot for the community to decide what type of Board they want to have. As part of the two-year transition process, the state will appoint two highly skilled professionals. There's one highly skilled professional that will focus mainly on Board governance and the other will focus mostly on instruction and program. The highly skilled professional responsible for Board governance will ensure

that the budgeting process is done according to the schedule that's established and voted on by the Board, as well as the guidelines and deadlines that are mandated by the Executive County Superintendent. They will be responsible for ensuring that all of the policies and procedures are followed, that there's a clear line of communication between the Board and the central administration, and that the roles and responsibilities and training of Board members happens. Every year the Board participates in the New Jersey School Boards Association. In addition to that, there are also other opportunities for our Board members to participate in. Several Board members have taken advantage of that. One of the goals in the plan is actually to have all of our Board members become certified Board members according to the New Jersey School Boards Association. In addition to that, the highly-skilled professional will assist with the strategic planning process. As you know, Paterson is on the last year of the five-year strategic plan and they're looking to adopt another strategic plan. The highly-skilled professional will assist with that. Lastly, the highly-skilled professional will be responsible for ensuring that the Board governance trainings take place, whenever possible utilize community resources, and taking advantage of the colleges and universities that we have here, as well as community-based organizations that can help to inform the Board. In instruction and program, the highly-skilled professional will be responsible for helping to oversee the five-year curriculum plan is implemented and developed properly, analyzing all of the data, including some of the data that we talked about. Part of our equivalency metrics included a sustained growth in subgroup categories. We want to ensure that these subgroup categories continue to improve year after year. The state is also developing a new office called the Comprehensive Accountability Office. It will be responsible for monitoring the transition process of the three school districts that are returning to local control. They will be responsible for coming to visit biannually with the local School Board, as well as reporting out to the Commissioner of Education and the State Board of Education on the progress that the three school districts have made. Hopefully they will develop annual reports in both 2019 and 2020. If everything goes according to plan, full local control and all of the individuals that I just mentioned will be out of the district by 2020. As part of the transition plan, it's extremely important that the district stay on track. There are benchmarks that are established. We have to ensure that the district meets all of the expectations of the plan. At any given time within these two years if the state determines through either the highly-skilled professional or the Comprehensive Office that the district is not meeting these standards, they can come in and regain state control. It's important that the Board follows all of the laws that are currently on the books. You guys just went through one of your ethics trainings. There are going to be several ethics trainings that you have to go through. In addition to that, it's also important that the policies and all Board actions are being carried out. At any given time, if there's failure of the Board to pass a balanced budget or to adhere to any of these mandates that are in the transition plan or the standards of the state ethics law, the State of New Jersey can determine that they're going to come in and either recapture aspects of local control or take over the entire district. In terms of transparency the Superintendent has decided that she wanted to do six community forums. I think we have three forums already down. In addition to that, there have been presentations done for all of our principals. There are community events taking place.

There's a special meeting that's going to take place specifically with the parents where they will go over the details of the plan, as well as tonight's presentation for the Board. The next part is the five areas of the actual plan. The first is governance, which is the responsibility of the Board. The Board's role is to ensure that the ethics and other governance topics are covered through training. I know you have already done a lot of training, but you're going to have to do even more. It's important to understand the relationship between the Superintendent, the central office staff, and the Board of Education is followed. The Board will be responsible as well for facilities oversight, for developing a strategic plan, and for the budget expectations for the Superintendent. Because Paterson has already been operating almost like a full Board, these are things that you're already used to doing, but now it's even more important that you follow all the letters to the tee. More training needs to take place around ethics as well as confidentiality protocols and crisis communication rules. There's going to be a specific training to talk about how to communicate via social media, what you can and can't say. All Board members must attend state-mandated ethics training in addition to annual trainings given within the district. The Board is not just responsible for it as well as the district administration. The staff has to go through the same ethics training that the Board goes through. All new Board members have to go through the new Board member training, which you all have done already, which is offered by the New Jersey School Boards Association. I think one of the biggest changes that the Board has to do that hasn't happened in the past is communication during formal meetings at the Board in reference to Rice notifications. Any time a district employee comes up in conversation, they have the right to be notified of that. These hearings took place administratively in the past. However, now it would be the responsibility of the Board to have these notifications sent out and have those communications with the staff members, if they so choose, to be heard in public or in executive session. Understanding the difference between the responsibilities of the Board, the responsibilities of the Superintendent, and things that you work on together - it is the Board's main responsibility to develop policy and goals. It's the Superintendent's responsibility to handle the day-to-day administration of operating a district. Together the goals that are established by the Board and the Superintendent have to be decided on and voted on. Then the Board will also be responsible for holding the Superintendent accountable as part of the evaluation process, depending on the goals that were established by the Board at the beginning of the year. This is a process that you're currently undertaking. I'm now going to turn over the instruction and program component to Mr. Crespo.

Mr. Eric Crespo: Good evening. The following slides will outline the parameters of the instruction program section of the two-year transition plan. We mentioned the equivalency earlier. This year during our evaluation we used the equivalency and our score resulted in 82%. There are different aspects to this equivalency. A variety of points are earned in different manners. For example, how we score on state assessments when it comes to science, our district MSGP for teachers, federal mandates, assessment participation by our students, reach 95%, and annual gain in our graduation cohort.

Comm. Hodges: Acronyms?

Mr. Crespo: My apologies. Six points for meeting the federal participation rate in language arts and math, our students not opting out and participating in the state assessments, and 2% for annual gain in a student's cohort for graduation. They've stayed with that class and they have graduated with that class. Two points for any schools that we have that are in the bottom 5% of graduation rate for the state, two points for a Rewards school that has performed highly, and three or four points for schools with either 90% or 100% graduation rates. There is expectation to continue some of the focus academically. When we implement curriculum, there is continuation of professional development and quality lesson plan feedback. Teachers hand in their lesson plans. Principals, administrators, and supervisors provide not just feedback, but quality feedback to improve the instruction. Using data to inform decisions that are made and using data in the classroom to push students forward. Intervention and enrichment - have we identified the causal factors that have been preventing the students from moving forward? Have we challenged those that are in need of enrichment? Continue to develop strategies to increase daily attendance. Address the needs of students inclusive of special education and English language learners. Provide specialized programs that support students that might have any issues with attendance, and illegal or behavioral issues. This shows us an example of the equivalency when it was scored and where our points came from this year when we did obtain the 82%. An important aspect of this is professional development and communication of district data to all the stakeholders in district leadership meetings where we can discuss our next steps and our plans for the future, as well as collaboration and workshop meetings. This week we've had workshop meetings and great dialogue and that needs to continue, as well as professional development on adopted standards and assessments. What's our decision-making expectation? The Board has their job to do as the district has theirs. The Board will vote to approve curriculum, compliance with the law, fidelity of practices, and best interests of all Paterson Public School students. The district staff that's working on curriculum must ensure that the standards are aligned to the NJSLs which has been provided by the state. Must provide a responsible decision-making, always research based and always backed by data. Set goals to make decisions. Any time that we have plans and initiatives we work together on an action plan and we plan for the future. New curriculum, revised curriculum, and new mandates from the state - all have to have goals in mind with decision and outcomes. A needs assessment has to be complete prior to any creation or revision of the curriculum. I can't emphasize enough research-based and using data to make the ultimate decisions. Here we have certain goals and matrix as we move forward. The equivalency that we outlined before is how we're scored on our QSAC evaluation, which was approved, and is good for three years. After that, we can apply for a new equivalency. We can try to get approval on the same type of equivalency or we can use the QSAC indicators. In addition to that, we've created metrics to increase student achievement. These metrics look to reduce the comprehensive and targeted schools that we currently have. Continue to focus on the work and the improvements that we've done with chronic absenteeism. Improve SAT scores. Increase AP offerings - we are providing 20 teachers with professional

development opportunities in AP. We are increasing the offerings for all our students, increasing student performance at a level 3 or above in PARCC. Continue the graduation rate. That's always a process. That's nothing that ever stops. T.J. talked before about reducing the achievement gaps in ELA and math and that's something that needs to continue to be a focus. Science New Jersey SLS - once we receive data from how we scored on this year's data assessment we will look to see where we can make improvements. This is a trial year. We still want to use that data to make informed decisions. Option 2, which Mr. Graulick presented last night, we want to increase that availability to all students. Whether it's dual enrollment or even a senior attending college instead of coming to the district every day, those types of opportunities are on the horizon.

Comm. Hodges: Science NJSL stands for...

Mr. Crespo: New Jersey Student Learning Standards, which is derived from the Next Generation Science Standards.

Comm. Hodges: I'm still troubled by our graduation rate, which looks good on paper, but I question where those students are in reality. What are we going to do to delve into that deeper? What should the Board be thinking about? I know the PARCC may or may not be here next year. Actually, they renewed it for a year so it will be here next year. What are we going to do to make sure that more of our students are able to graduate with at least that standard, as opposed to how the overwhelming majority of them are graduating via the portfolio, which makes me feel very uncomfortable?

Mr. Crespo: One of our plans is to decrease the number of students that are graduating via portfolio. Whether they're scoring higher on PARCC or on their SAT, that's all part of this plan as outlined in the additional matrix.

Comm. Hodges: Okay. Strangely enough, they're taking out the SAT and some of the other tests used to pass our students. We're going to have to get very serious about fixing what we're doing educationally. I'm really concerned about what the Board should be thinking about. I think we need to find a way to discuss all of that, and real soon, as we put this together. They're in a ball of confusion down there, but it's going to impact what we're doing here sooner than later. I'll leave it at that.

Mr. Crespo: Thank you.

Ms. Katori Walton: Good evening. As part of the fiscal portion of the transition plan we have the budget approval process. When the budget preparation begins, the budget team works to ensure that the budget components are ranked in order of priority so that flexibility in the budget, expansion, or reduction can be made. Any reductions or expansion will be vetted at fiscal with justification. As part of the process we must be mindful of the state requirements. During the state approval process the Department of Education will look for evidence of a continued commitment to and progress towards shifting dollars into the classroom, a continued commitment to identifying and

implementing operating efficiencies, and key areas while still maintaining essential student services. They will also look for the district to maintain central administrative costs that are below the regional thresholds and a commitment to build adequate contingency reserve funds, such as capital, maintenance, and emergency. Lastly, a commitment towards building unrestricted reserve funds to the maximum amounts that are permissible by law. As part of fiscal management, which is another component of the two-year plan and also helps increase our QSAC scores, we have the preparation of the balanced budget. The district will prepare and submit for Board approval a balanced budget that ensures financial stability and ongoing monitoring of budget to actuals. A Board secretary's report is done on a monthly basis and is reconciled without exceptions and within 30 days of month end along with the transfer report. Three times per year during the months of November, February, and May the district will present to the Board a projection of current year revenues and expenses to demonstrate and ensure that the district is on target to achieve a balanced budget for the current fiscal year. This is done by watching spending patterns and trends and also meeting biweekly with human resources in order to capture salary changes with position control and other issues for forecasting. The district ends the year with zero deficit balance and no line item is expended by more than 10%. This is also captured on a monthly basis as part of our Board secretary's report. During an audit, the district will ensure that it receives an unqualified opinion on our annual audit and that there are no material weaknesses, reportable conditions, or other findings. With regards to grant management, the district will ensure that all grants are managed in accordance with grant requirements and that funds are spent within the grant period, and that reimbursements are requested on a timely basis. The district will continue to provide oversight and accounting of capital projects new and ongoing, including those that may be funded by leases and verify that our fixed assets to purchases over \$2,000. Finally, with regards to facilities, the cost of capital and facilities maintenance projects will continue to be properly recorded in a work order management system. Thank you. Next, we have the operations portion.

Mr. Best: The operations portion of QSAC and of the transition plan covers several key non-academic functions. This was the first aspect of local control that was returned to the district. They mostly have to do with state mandated guidelines that are either covered by the state or by the federal government. Here are some of the aspects of the key components of operations - the student code of conduct, the data submission to the state, our school safety and security plan, transportation, compliance with the Gun Free School Act, the annual memorandum of agreement that the Board has to adopt with law enforcement agencies, HIB, the district liaison to the Child Welfare Authorities, required staff training, including professional development, our district nursing and servicing plan, our comprehensive guidance and academic counseling program, our career education program – you guys had a presentation on that Monday – transition services for students with disabilities, and comprehensive substance abuse intervention, prevention, and treatment referral program, which was actually covered tonight. In terms of policy development, the Board, in consultation with the Superintendent, is responsible for maintaining and updating all district policies and procedures. The Superintendent or the Board shall develop new policies that align with state law, but it is the Board's

responsibility to adopt these policies. To assist the Board's consideration of these policies they have adopted a formal policy committee, which you guys have as a standing committee, to review all of the recommendations of the full Board. With regard to the area of operations, the Board must develop and approve the following policies which we already have done – the prohibition of harassment, intimidation, and bullying, cooperation between school staff and law enforcement, reporting of missing and abused children, the provision of home instruction services, intervention and referral services, Chapter 192 and 193, which has to do with special education and providing services to those students, as well as the prevention of drugs, tobacco, and alcohol abuse. The student code of conduct is reviewed and updated on an annual basis. This is actually included as part of the formal Board reorganization plan. This year we updated two components of it that included cyberbullying and sexting as part of our student code of conduct. Earlier today you heard what happens when something isn't covered underneath bullying. It's actually covered underneath the student code of conduct. The school district and the principal have the ability to take immediate action when a violation of the student code of conduct is committed. The Board will continue to work with the Superintendent and the district staff responsible for performance and data development and internal processes for data quality and management. This includes all of our demographic data that's submitted to the state. It's important that we not just submit the data on time, but that we also ensure that there are no error rates with the data. This is a question in QSAC that we got wrong a couple of years ago, which is why we didn't score 100 points. We scored 98 because we lost two points for this question in the past. However, we did remediate it and now we're at 100%. School safety is extremely important. This is just an example of some of the plans that have to be developed and approved by the Board of Education. This takes place on an annual basis at the Board's reorganization meeting. Today you heard the report of the incidents of violence, vandalism, alcohol, and drug abuse as well as harassment, intimidation, and bullying student as part of the state's SSDS report. These are all mandated by the State of New Jersey. The Board is currently holding appeal hearings when it comes to areas of harassment, intimidation, and bullying. For example, after a bullying report is done, it's submitted to the Board. The Board either confirms or changes the Superintendent's ruling. We then send a letter out to the parents. If the parents disagree with that, they have the opportunity to appeal before the Board of Education in executive session hearing. The Board of Education will then make another ruling and send the parent a letter. Then the parent can go before the Commissioner of Education and appeal there or all the way to the administrative court judge and make a final appearance before the judge. These are all the steps that take place according to the HIB law. This is something that we're currently doing. However, as it goes to disciplinary hearings, they have taken place administratively with central office staff and the principal. Moving forward the parents will have the ability to appeal disciplinary hearings that are done administratively utilizing the same process that we're currently doing for HIB. We adopted an online professional development software that allows us to take care of all the state-mandated trainings. We keep records of that. In addition to that, the school nurses have their own set of trainings that they must conduct and that's all covered through the nursing services plan. We have a comprehensive guidance and academic counseling program and a comprehensive equity plan that is done through

the federal government that we have to submit every three years. I think next year is the year that we have to submit our comprehensive equity plan. Pursuant to state law the Superintendent must coordinate a comprehensive career education and counselling program, transition services for students with disabilities, and must ensure that each school building has a multidisciplinary team as part of the delivery of intervention and referral services. The Board has oversight over the administration and the district comprehensive substance abuse intervention, prevention, and treatment referral program, which is delivered by the district's substance awareness coordinator. In terms of transportation, in accordance with the state law as well as Board policy the Board shall have oversight over the district's transportation services to all eligible pupils, including the designation of approved bus routes in conjunction with the department of transportation. In your Board action you will see that there are several bus routes that the Board has to approve during the operations component of the Board agenda. I will now turn it over to Mr. Luis Rojas for the final component of personnel.

Mr. Luis Rojas: The next few slides will talk about the transition of local control on the personnel side of the house and it will speak to the duties or responsibilities of the Board and the district. This slide is little overview about when we returned to local control. On February 10 we received notification that we were granted local control. Around May 11 the Commissioner of Education approved our personnel transition plan. The plan was officially presented at the public hearing held on May 18, 2016. The Board of Education assumed control of personnel beginning on July 1, 2016. The Board is responsible for developing policy and for the employment of the Superintendent who shall carry out those policies through the development and implementation of those regulations. The Board is responsible for evaluating the effectiveness of those policies and their implementation. The Board shall develop and implement policies in accordance with applicable laws and regulations. The Board will and may maintain a policy committee to review and make recommendations to the full Board or may address policy as a committee of the whole. The Board will develop policies consistent with best practices articulated by the New Jersey School Boards Association. The district will utilize appropriate job descriptions as standards for the appointment of district staff. We will also ensure that all staff are appropriately certified and credentialed for his or her assignment. This solidifies a common standard of employment for all certificated and non-certificated staff. Everyone prior to working or being employed by a public board has to go through a background history check. That's conducted prior to employment. The district appropriately addresses those employees who have been arrested or indicted for potentially disqualifying offenses. We get notification pretty quickly from Ms. Caravelli's office, sometimes before they even show up with their paperwork. We usually know within 24-48 hours. The Board will provide policy and financial support to address the current and projected needs and priorities of all school district staff and provide professional development opportunities consistent with the strategic plan. The district uses multiple data sources, such as test scores, assessments, attendance data, violence reports, to address current or projected needs and priorities for all school staff when providing professional development opportunities. Personnel budgets are aligned with instructional priorities, current enrollment, and student needs to provide for a thorough and efficient education. The Board annually

aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of all students. That concludes the presentation on the transition plan.

Comm. Hodges: I'm obviously concerned about the curriculum and instruction area. I think we really need to have some serious conversations about what we're going to be doing over five years given our fiscal issues. Because of the changing assessment picture and where we are, I think that's going to be a problem going forward. We have no idea which direction they're going in. Even though our graduation rates are, on paper, increasing, it doesn't mean that what the state would consider being an effective high school student is being achieved. That's what I'm worried about. Given the fact that we're doing so wonderfully in terms of violence and dropping those numbers, I'm wondering whether or not we can transfer some extra security people to the area and get some SAC's in place. I'm frankly frightened by this graph. I'm really concerned about this. This is the increased number of positive findings on students. It suggests that something is going on here that we're not handling well and that's very dangerous. The other thing is the parents coming in and talking about their children being frustrated and don't want to come to school because they're being harassed. When you talk to the people who are engaged in violence in schools, the Florida and Texas kind, that's what happens to them. Those issues and needs aren't being addressed in a timely fashion. Until we begin to pay attention to that, we're a setup for those kinds of things. I'm very alarmed when I hear this going for six months. That student had to leave our district because we could address his needs. That's the kind of person that comes back to a school and does something untoward. I think that we need to do something in view of this in terms of taking away from the security. Apparently, we're doing wonderfully in terms of the violence, so we can put something in the area of substance abuse and SACs who can counsel students and help address their needs before it becomes a serious problem down the road. We need to look at that. I know this is a plan. I don't see the term 'draft' here anymore.

Ms. Shafer: The plan that we gave you, which was a narrative, had 'draft' on it. This is just a PowerPoint. It's really the plan that's the draft. I do have an update. The state is looking at the draft. They will get it back to us by Wednesday. We will have some time to update it with the recommendations from the Board and the community as we go along. We will get it back to them the following week for approval by July 1.

Comm. Hodges: I will probably have some issues. I normally do.

Ms. Shafer: Do you want to send the issues to me? Is it recommendations?

Comm. Hodges: There are some concerns. I will get them to you as I formalize them on paper.

Ms. Shafer: When do you think I'll get those?

Comm. Hodges: Probably by Monday. Is that too late?

Ms. Shafer: It would just help me to work on it over the weekend. The state is giving their input by Wednesday. I have a quick turnaround. Do the best you can.

Comm. Hodges: I could send it to you via email over the course of the weekend.

Ms. Shafer: That's good.

Comm. Hodges: There will be more than one probably because I have to go to Trenton on Friday night.

Ms. Shafer: That's fine. However you would like to do it. If any other Board members want to send them, you can just send them via email over the weekend.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School approves the payment of bills and claims dated June 6, 2018, beginning with check number 211092 and ending with check number 211218, and Direct Deposit numbers 204 and ending with 217, in the amount of \$8,376,951.37;

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

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. 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

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

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

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

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

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

| STAFF MEMBER | CONFERENCE | DATE | AMOUNT |
|------------------|-------------------------|--------------|-----------------------------|
| *Jonathan Hodges | NJSBA Delegate Assembly | May 19, 2018 | \$46.83 (transportation) |
| Board Member | West Windsor, NJ | | |

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|-------------------------------------|--|-----------------------------|--|
| **Emanuel Capers | COSEBOC | May 29-31, 2018 | \$1,757.83 (registration, transportation, lodging, meals) |
| Board Member | Boston, MA | | |
| **Cicely Warren | COSEBOC | May 29-31, 2018 | \$1,814.29 (registration, transportation, lodging, meals) |
| Assistant Superintendent | Boston, MA | | |
| LaToya McKoy | NJDOE Soaring Beyond Expectations | June 11, 2018 | \$76.80 (registration, transportation) |
| Teacher/MLK | Monroe Township, NJ | | |
| **Susana Peron | 7 th Annual Building Expertise National Conference | June 12-15, 2018 | \$2,127.35 (registration, transportation, lodging, meals) |
| Deputy Superintendent | Lake Buena Vista, FL | | |
| **Oshin Castillo | 7 th Annual Building Expertise National Conference | June 13-15, 2018 | \$1,563.15 (registration, transportation, lodging, meals) |
| Board President | Lake Buena Vista, FL | | |
| Setal Ghodiwala | CAST's 4 th Annual UDL Symposium | July 29 – August 1, 2018 | \$1,960.08 (registration, transportation, lodging, meals) |
| Teacher/DFN – School 4 | Cambridge, MA | | |
| Julie Joseph | CAST's 4 th Annual UDL Symposium | July 29 – August 1, 2018 | \$2,012.53 (registration, transportation, lodging, meals) |
| ELA and Math UDL, PLC Supervisor | Cambridge, MA | | |
| Maria Fransisco | Inspired Instruction 2018 Summer Leadership Conference | July 31, 2018 | \$199.00 (registration) |
| Vice Principal/NRC | Union, NJ | | |
| Daniel Krankel | Inspired Instruction 2018 Summer Leadership Conference | July 31, 2018 | \$199.00 (registration) |
| Vice Principal/NRC | Union, NJ | | |
| Hector Montes | Inspired Instruction 2018 Summer Leadership Conference | July 31, 2018 | \$199.00 (registration) |
| Principal/NRC | Union, NJ | | |
| Rebecca Dietz | EUREKA Math Professional Development Summer Institute | July 31 – August 3, 2018 | \$800.04 (registration) |
| Teacher/SFLS – School 6 | New York, NY | | |
| Boblyn Dobbs | EUREKA Math Professional Development Summer Institute | July 31 – August 2, 2018 | \$625.02 (registration) |
| Principal/SFLS – School 6 | New York, NY | | |

| | | | |
|-------------------------|---|--------------------------|---|
| Kubra Kose | EUREKA Math Professional Development Summer Institute | July 31 – August 2, 2018 | \$625.02 (registration) |
| Teacher/SFLS – School 6 | New York, NY | | |
| Jose Lachapel | EUREKA Math Professional Development Summer Institute | July 31 – August 3, 2018 | \$1,063.08 (registration, transportation) |
| Teacher/SFLS – School 6 | New York, NY | | |
| Kathleen Mesidor | EUREKA Math Professional Development Summer Institute | July 31 – August 2, 2018 | \$625.02 (registration) |
| Teacher/SFLS – School 6 | New York, NY | | |
| Jennifer Woods | EUREKA Math Professional Development Summer Institute | July 31 – August 3, 2018 | \$800.04 (registration) |
| Math Supervisor | New York, NY | | |

TOTAL CONFERENCES: 17
TOTAL AMOUNT: \$16,494.08

****For Ratification***

*****Previously approved by the Board – resubmitting due to change in costs.***

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

Paterson Board of Education Standing Abstentions

Comm. 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. 3 was pulled.

Resolution No. 4

Whereas, the Culinary Arts, Hospitality and Tourism School at the Eastside Educational Campus administrators and faculty are dedicated to creating a school environment where teachers and students view field trips as important moments in learning: a shared social experience that provides the opportunity for learners to encounter and explore unique things in an authentic setting.

Whereas, during a ten day trip to Europe (Germany, Italy and Switzerland) provided by Educational Tours, planned from July 2, 2018 through July 11, 2018, the Culinary Arts, Hospitality and Tourism School at the Eastside Educational Campus, will have six students and three adults. This trip will allow our learners to cognitively engage and experience the curriculum from aspects of our schools themed courses (Culinary Arts, Travel & Tourism) in an area of the world they may never otherwise see and experience.

Whereas, this international field trip will be partially paid through fund raising; various bake sales...These funds will help to partially defray the expense of students who are participating. The monies raised will help our learners who are financially besieged to secure the funds needed to attend this trip.

Whereas, the goal of these fund raising activities will foster CAHTS mission to develop learners with active and creative minds who are prepared to productively enter the global workforce and successfully continue their education in a post-secondary

institution of their choosing. It will also address and support the New Jersey Core Curriculum Content Standards of Language Arts Literacy 3.3, 3.4, 3.5 and Career Technical Education 9.3 and 9.4, while directly relating to our district priority, of Changing School Culture.

Now Therefore, Be It Resolved, that the Paterson Board of Education approves these fund raising campaigns to offset the international field trip expenses of approximately \$3,500.00 per student.

It was moved by Comm. Redmon, seconded by Comm. Ramirez that Resolution No. 4 be adopted. On roll call all members voted in the affirmative. 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. 5 was pulled.

Ms. Shafer: I know Resolution No. 3 was pulled and it was the track meet. Why was that pulled?

Comm. Castillo: They're not going. They're switching it over to another time because the student has some other engagements with universities.

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Castillo: Instruction & Program met on Monday and again today because the time on Monday didn't allow us to go through a thorough discussion. We will have the minutes at our next meeting with a lot more information. There was a lot for that meeting. We can go into detail for the next meeting.

Comm. Hodges: There's a personnel matter. When it comes up, I will remind you we have to discuss that.

Operations

Comm. Capers: Operations met today at approximately 5:30. I will have the minutes at our next meeting.

Fiscal Management

Comm. Castillo: Fiscal Management did meet last week, but I don't have the minutes. I'll make sure that we get them out to all the Commissioners for the next meeting as well.

Personnel

Comm. Redmon: Personnel met on Monday and the committee report will be read to the public at the next Board meeting.

Governance

Comm. Castillo: If I'm not mistaken, Governance has not met.

Subcommittee Reports

Technology Committee

Comm. Simmons: Technology met with the Superintendent twice. I was at the first meeting, but I was not at the second. The minutes for those meetings will come next week.

Comm. Hodges: But you can also discuss what was suggested at the last meeting.

Comm. Simmons: I wasn't at the last one.

Comm. Hodges: The one with the Superintendent.

Comm. Simmons: There were two with the Superintendent.

Comm. Hodges: Really?

Comm. Simmons: Obviously, you weren't there.

Comm. Hodges: No.

Comm. Castillo: Once we get all this together we can get the minutes from both meetings.

Comm. Simmons: Just so you know, the Superintendent gave an update on the roadmap.

Comm. Hodges: We'll wait for your report.

Comm. Simmons: I want to meet with Vince.

Comm. Hodges: That would be nice to let us know, the committee members.

Comm. Castillo: The presentation of the minutes will be at our next meeting.

Parent/Community Committee

Comm. Castillo: Parent/Community Engagement has rescheduled their time because of all the community forums that Ms. Shafer has had. All of the staff has been there making sure that the public has all the information. We have not met as of yet.

Policy Committee

Comm. Redmon: Policy has not met.

Comm. Castillo: Commissioners, get ready because next meeting is going to be a long meeting going through all these reports.

OTHER BUSINESS

Comm. Hodges: Number 15, the reading program, this is considered just to be an intervention program? My concern is the same one about the Wilson Reading Program. I was hoping to save some money by getting out of as many reading programs as we could and devote that to building our own and being able to support it as effectively as we need it to. I'm again wondering what this is going to do for us when in fact our grades have not risen substantially when we've had these intervention programs.

Ms. Shafer: In the area of Read 180 for the high school students, this program has helped tremendously. We have high school freshman and sophomores reading on fifth and sixth grade level or lower and they have been able to increase that tremendously. If you need that data, we will get it for you. That is a program that works and I think we cannot lose it at this time because we're between a rock and a hard place. You have the new program coming, but we also have the kids that are not reading on grade level at the high school. We need to close that. We will get you that information.

Comm. Hodges: That's important to understand. That's just for high school students?

Ms. Peron: Yes, it is.

Comm. Castillo: Just to add, I think we're all having a difficult time trying to figure out how many reading programs we have. Now I know there's the Core. Is there any way that we can get a list of just the programs that we have and the purpose? How much are they costing us in reality? That way we can determine if we really need them. I think that's where the confusion is.

Comm. Redmon: I think there is a contradiction because we just sat through a program on Monday where we're introducing the Common Core, the Wonders Program. A lot of Commissioners have questions about intervention. Do schools have a choice of doing the Common Core since it's not implemented at this point? Or are we doing the intervention programs as the Common Core?

Ms. Shafer: No. Susie and I were just talking about it. We have the new reading program, which is going to be k-5. We're going to give you a list of possible interventions that principals can choose from at the elementary level. The only program we have at the high school is Read 180. We're going to give the principals the options for intervention reading programs. As we said the other day, everyone is doing the core reading program that we talked about the other night.

Comm. Hodges: Elementary schools.

Ms. Shafer: Yes, and k-5.

Comm. Castillo: I want to see which ones they're actually using, not the ones that they have the possibility of using. They can have a lot of options and they might be using three out of the five and at the end of the day, only one of them works. I want to see what options and which ones are actually being used and if they're effective.

Comm. Hodges: When I was in curriculum, I was told of the wonderful nature of Achieve 3000, but all the principals weren't using it. If the program is that effective, why are they given the leeway not to use it and still have bad test scores? That's my question. If we have a program that has been shown to work, then why isn't that mandated? I know that in the past we left it up to the principals to do things, but when we're looking at this kind of data, I don't know whether they should have that leeway anymore.

Comm. Capers: I did have one question. I missed the meeting today due to a funeral. I don't know if you guys covered it in I&P. I was briefly talking to Director Kemper about the move of Family Engagement to Madison Avenue. The Governor and State Commissioner are planning to offer more money and resources...

Comm. Castillo: Before you even go further, the actual department isn't leaving.

Comm. Capers: Not even the whole department leaving. I'm getting at the early childhood plan. The Governor and the State Commissioner are pushing money into that early childhood. Now we're giving up classrooms at Madison Avenue.

Comm. Castillo: No.

Comm. Capers: We're giving up those classrooms.

Ms. Peron: We're moving them to School No. 15.

Comm. Capers: Is there room for growth?

Comm. Hodges: I'm concerned already, but I don't know what you're talking about fully.

Comm. Castillo: This is why I wanted to bring it back a notch. Not everyone is aware and we were going to get a presentation at our next meeting once we had all the information.

Comm. Capers: It's not a full vote.

Comm. Castillo: I know, but obviously everyone has to be involved. We have the early childhood director here and she can give us a little bit more information. We want to make sure that we all get there.

Comm. Capers: She doesn't have to come up just because of the time. If she has an overall plan of the direction early childhood is going in, a three-year projection of how many students, are we going to see an increase, and are we going to have the space. If you have that data, that's good.

Comm. Castillo: I want her to come up just because the full Board wasn't aware and it was something we were going to present at the next meeting, but since we're talking about it now, absolutely.

Comm. Hodges: Hopefully not for a vote.

Comm. Castillo: No. Just for presentation so everyone can become aware. We actually received a packet and that's what the entire Board was going to receive.

Ms. Peron: It's a Board action. What number is the action?

Ms. Nancy Aguado-Holtje: I&P-9. It talks about the moves at School No. 10, the Madison Avenue K-Center to School No. 15, and School No. 25 for September 2018. We added four new in-district preschool classrooms at School No. 25 for September. There will be 60 seats there. For School No. 10, due to the physical environment of the building that is not conducive to a high-quality early childhood program, we are closing those three and opening three more classrooms in a state-mandated provider center in the area. All the parents of the children that are three years old have been contacted and all but two will be registering their children at that state-mandated preschool center.

Comm. Capers: How many seats is that?

Ms. Aguado-Holtje: That's an additional three classrooms. It's an additional 45 seats.

Comm. Hodges: Where is the center going to be?

Ms. Aguado-Holtje: Omega Preschool. It's where Blessed Sacrament used to be.

Ms. Peron: The parochial school on Sixth Avenue.

Ms. Aguado-Holtje: It's on Sixth Avenue off River Street by where the post office used to be. We're closing three in one area but opening three in another so there's no loss of seats. From Madison Avenue K-Center we want to take those four classrooms and move them into School No. 15. They belong to School No. 15, but they're not on the same campus. It leaves us with a lot of issues.

Comm. Capers: That's my question. Is that going to be an issue for your students in terms of room for growth in your school? We see an influx of numbers in all the schools from Eastside High School. In our I&P meeting they're saying that all the schools in the area are full. How is it that School No. 15 is not full? How are we finding space?

Ms. Ramona Garcia: We're restructuring the layout of the building to include the four classrooms. I really need the four classrooms to come to School No. 15 because it's very difficult to have an eye and a pulse on two different buildings. I'm at School No. 15 but then I still have to worry about what's happening in the early learning center at Madison K. I have to make sure that the students are coming in and they're safe. I have to make sure that at dismissal they're safe and picked up. I also have 643 students plus the newcomers at School No. 15 that I have to make sure get on a bus, that all my SPED students are on the bus and everyone is safe. I can't be in two places at the same time.

Comm. Capers: Don't you have a director or supervisor or vice principal, or anybody else that's overseeing that building right now?

Ms. Garcia: No.

Comm. Capers: It's just teachers supervising themselves?

Ms. Garcia: Every day is going to be a new supervisor. I have four.

Ms. Aguado-Holtje: There are four supervisors from the Department of Early Childhood that go in early in the morning until all morning exercises are complete.

Comm. Castillo: We had asked Ms. Peron for an organization chart of how this would look for the next meeting before we even go into the vote to see the layout of how it would work out. It's the conversation that we had so we can visually see what it would look like and how many students would be affected. Saying it, I get it. But for us to picture it, we would have to see it all out.

Ms. Aguado-Holtje: I just want to be clear. On the chart you want to see what happens with the children that are currently at School No. 15 and how they're going to be integrated into the program. By moving the four classrooms, where are those children going?

Comm. Capers: Possibly we can set up a tour so we can visit.

Comm. Castillo: I wanted it to come to the next meeting because it's a massive change. It's something that we all need to have a conversation about. Whether it's a good idea or not a good idea, I think we just all have to have the same information and see what the conditions are at School No. 10, and Blessed Sacrament, as well as Madison K and School No. 15. What would that change look like in the structural facility and in the number of students? How would that look for the number? If next year there are more

students are we going to be able to fit them in either of these two new schools? Are we going to have to move them again? All this planning and information we would like to know before we move forward. It works and we have 45 seats at School No. 15 and then next year we have an influx of students and nowhere to put them.

Ms. Aguado-Holtje: I just want to clarify that in preschool we can never go over 15 in a class.

Ms. Peron: Madison K was a perfect plan when New Roberto Clemente was built and was an elementary school. When the district went to changing New Roberto Clemente into a middle school, you now have a preschool across the street from a middle school. We combined Madison K to match the elementary, which was School No. 15 causing those teachers to be disconnected from the school building of School No. 15 because they technically belong to the early elementary school which is School No. 15. It's been a hardship and it's not cost-effective when you have four classrooms. You need an administrator to oversee a program of four classrooms, and you need a full-time nurse, security guard, custodian, and food staff. Those are young children who need that constant supervision. We did work in collaboration with Ms. Garcia, but she has her vice principal working with her up on the hill taking care of all the students that are at School No. 15. Then we had early childhood supervisors doing the drive-by, staying in there, observing classrooms, and monitoring, yet we did not always have full supervision. To have an administrator over four classrooms is just... The disconnect is with the families that are at Madison K. When it's report card night or back-to-school night, Ms. Garcia is running from two buildings trying to build a relationship with her preschool families and trying to maintain and sustain her relationship with her School No. 15 families. Sometimes they're the same but they're not always the same because preschool is not catchment to the neighborhood. In that area we also added preschool to School No. 16. We now have four classrooms at School No. 16 which we never had before. We're not taking away those seats. We're just moving them to School No. 15.

Comm. Hodges: Was it the expectation that you were going to present this plan on Wednesday and have us vote on it then?

Ms. Peron: No. This plan was discussed at the I&P committee meeting.

Comm. Hodges: It's on the agenda.

Ms. Peron: It's not on the agenda for tonight. It's on the agenda for June 20 and we were going to discuss it. It's an action.

Comm. Hodges: The President didn't want to discuss it. She wanted to hold this off until... You see my concern. This is a major situation and you just don't give us a presentation on the night... That wasn't your intent?

Ms. Peron: It wasn't my intention.

Comm. Hodges: I'm troubled by this. I want to know what the facilities department is saying. I want to go look at the place myself. I want some more information. To give this to me...

Ms. Peron: We've done walk-throughs.

Comm. Hodges: I haven't done any walk-throughs. That's my problem. I haven't seen it with my own eyes. If you had presented this to me on the 26th and said you want me to vote on it, I would have gone absolutely off my mind.

Ms. Peron: That was not my intent to do.

Comm. Hodges: Had that happened, I would have lost my mind and you can understand why. You'd be dumping a huge packet of information on us which covers a number of different areas and we would not have had time to digest it. That would have been inappropriate and unfair. If the Board voted on it, they would have been less than responsible. All I'm going to say is that I don't know what you're going to present. I'm waiting with that. This covers so many different areas. I want to know what facilities had to say about this. I want to know all that information and see what the long-term implications of this are. I can't even picture all that right now. That's all. I think you understand what I'm saying.

Comm. Castillo: We're not saying it's a good or bad idea. That's not the point. It's a big move. That's way too many little kids being moved at one time. I understand your situation, but as a Board member just moving kids from one place to another without us having all the information gets a little complicated and that's what we're asking for. We want to just to see what that would look like for children, for the teachers, and for the Board and whether the schools are in condition to hold that amount of three-year-olds. I understand the supervision aspect of it. I think it's our due diligence to look through it. We're not saying in this case, but we've moved kids in the past, not worked out, moved them again, and it's definitely not a process that we want to continue. That's why we want to see more of a visual.

Comm. Redmon: When was this presented in I&P, Monday? If it was just presented as an item for Monday, wouldn't it have been responsible enough to be on the agenda tonight as a presentation?

Comm. Hodges: Had it been part of a discussion.

Comm. Redmon: The Board would have had some kind of clarity to find out what we were doing.

Comm. Castillo: It wasn't a presentation because we had to cut I&P to two meetings. The request was for it to be held off so we could get a presentation at our next meeting and then after that we can continue to go through with it.

Comm. Redmon: I understand the I&P agenda was long. I get that. When it comes to major moves it's irresponsible on us as a Board. Right now we're dealing with, not only children moving from different facilities, we're dealing with parents that might have problems transporting these kids from other facilities. In the two areas that we're talking about, at School No. 10 most of those parents might not have transportation to go to your new facility you're housing these kids at. That's a transportation issue that the Board might have to discuss that we have not vetted properly because it wasn't presented to us. It's going to be presented to us at a June 20 meeting. I know we don't have another meeting scheduled between now and June 20, but if you look at it in the public's eye, we don't have another meeting scheduled from now until June 20. It will be on the agenda for June 20 and this is an item that we would have to vote on. Unfortunately, at this particular moment if I had to vote on this item, I'll be honest with you, I would vote no because I don't have any information on it. This is the reason why we actually pulled the item from Operations earlier because it was not presented to the committee.

Comm. Hodges: This is serious.

Ms. Shafer: We will pull it and we will do a presentation on the 20th. There will have to be a special Board meeting at some point to vote on it. If we're going to vote it in, it's something that can't wait until August. If we're not going to vote it in, then we need to know that as well. That's what we'll do.

Comm. Hodges: Thank you.

Comm. Capers: I do have one more comment for the Superintendent. Are we still on Other Business?

Comm. Hodges: We haven't gotten to it yet.

Comm. Capers: It was brought to my attention that we have another issue dealing with our high school sports teams coming into the fall. It comes to my knowledge that we're cutting coaches. There are only five paid coaches on... I'm not talking about names.

Ms. Shafer: Can you tell me what school this is, what sport it is, and how this came about? It's something I know nothing about.

Comm. Capers: It's Kennedy High School coming straight from the AD and head coach. There are only five paid head coaches. They have 60 kids on varsity and JV and 40 upcoming freshmen. With the five paid coaches five of them are varsity and that only leaves one head coach for the freshman team. The supervision on that is kind of bad. Are we adding more coaches? Is this true? On the girls' volleyball team there are 70 girls that are split up between varsity and JV. They have no freshmen JV. They usually get about 20-30 girls, but because they only have two volleyball coaches freshmen are usually getting cut unless they're like a big stud. They want to add a

freshman girls' volleyball team just because of the number of girls so they can have a team. Those 20-30 girls can participate in some type of sports activity.

Mr. David Cozart: Good evening everyone. In reference to the athlete budgets, it has not been cut nor has any coach or athletic director asked for any increases. The budget was actually increased from last year to this year.

Comm. Capers: How many paid coaches?

Mr. Cozart: That depends upon the AD. They are the ones in charge of staffing their program. None of their budgets have been cut.

Ms. Shafer: Comm. Capers, if you can send me that email, I will follow up. This is the first I'm hearing about it and I'm not happy.

Comm. Capers: When I was at Kennedy today...

Ms. Shafer: That's okay. Just send it to me. I was at Kennedy today, too. I wasn't told and I was at Kennedy. If you can send that to me, I'll make sure because the budgets were not cut. They were increased. Just send it to me.

Comm. Castillo: Send her both items that way she can make sure. Ms. Shafer, if you can let us know so the Board can be aware. Add us all to that email.

Comm. Capers: Mr. Cozart, can we get a breakdown on how many paid coaches there are right now?

Mr. Cozart: Yes.

Comm. Capers: If you don't have the information now...

Mr. Cozart: I can get it to you. What happens is that we have the spreadsheet of all the coaches that they ask for because they created the lists. The postings have already gone out also for hiring. They have that component. Regarding the budget piece, it may be increased. I don't know because I don't know the new contract. If the salaries went up according to the contract, that may be adjusted. Remember, those are all contractual salary stipends. I don't know the new fiscal component and that component. It may be adjusted. Reading the coaching staff, everyone was still the same as they had last year. We sat down two years ago going line by line identifying who we need. Thus far, no one has asked for any further. I was at Kennedy also today. We will get that information to you.

Comm. Capers: I spoke to the AD and head coach at length with this. It's great that we have a meeting tonight and I told him I'd bring it up. They said right now on their football team they have five paid head coaches and one of those coaches is going to be

coaching freshman. One coach has 40-50 players that they get. That leaves four coaches on the varsity level. I will get that to you.

Comm. Castillo: Email her all the information that way we can get some clarity. Be sure to add all the Commissioners on that so we're all aware of what's going on.

Comm. Hodges: I've come to understand that the resource officers in other districts do some teaching around bullying, substance abuse, and some other areas as part of their responsibilities. I'll send you the three areas that they talk about. I'm just wondering whether we're employing their talents as well as we should be. There's no union. If they're able to do those things, it frees up our staff to do some other things. I will give you the three areas. This is at Jersey City. I was very surprised, delightedly.

Comm. Capers: I forgot one thing I had to report. Yesterday, the football team was saying that the field they practice on is ripped up. They don't have access to that, so they had to practice on the softball field. Yesterday when they were doing workouts the gates were locked. I don't know if we need to strengthen our communication with the rec department so those facilities are open. They said that the kids got over the gate but the coaches were coaching the kids from the opposite side of the gate yesterday. One of the coaches was on his truck looking over the gate trying to coach those kids.

Ms. Shafer: David, did you know about that as well? No. We can address these things as quickly as they happen, only if we know.

Comm. Capers: I just got it today.

Ms. Shafer: For me, that's just unacceptable.

Comm. Capers: I just got it today.

Ms. Shafer: It happened yesterday?

Comm. Capers: Yes.

Ms. Shafer: And those are employees? They should be letting me, David, or Anna Adams know. Did that come from the athletic director or the coach?

Comm. Capers: The coach.

Ms. Shafer: David, would you find out if the athletic director knew?

Comm. Castillo: Cheryl, do we have to carry out a motion to approve it for next week?

It was moved by Comm. Ramirez, seconded by Comm. Redmon that the Board goes into executive session on Wednesday, June 20, 2018, at 6:00 p.m. in the principal's conference room at John F. Kennedy Educational Complex, to conduct a summary

conference with the Superintendent of Schools. On roll call all members voted in the affirmative. The motion carried.

It was moved by Comm. Redmon, seconded by Comm. Ramirez that the Board goes into executive session on Wednesday, June 6, 2018, to discuss personnel. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 10:38 p.m.

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

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

The meeting was adjourned at 11:02 p.m.