

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

May 2, 2018 – 6:44 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

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

Comm. Manuel Martinez
Comm. Nakima Redmon, Vice President

Absent:

Comm. Joel Ramirez
Comm. Flavio Rivera
Comm. Kenneth Simmons

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

Comm. Redmon read the Open Public Meetings Act:

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

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

**Workshop Meeting
May 2, 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: First of all, I would like to welcome you all to this meeting. Thank you for coming out one more night. I want to be the first to congratulate each and every one of you because today the City of Paterson received local control. We are all very excited. It has been a long time coming and we definitely have to thank the parents, teachers, instructional staff, PTO members, and our administration. This has definitely been teamwork. We have all been participants of 27 years of state control and local

control is finally here. I want to thank everyone for their hard work, dedication, and love they have for the City of Paterson. Ms. Shafer has a few words and I also want to hear from the Commissioners that are here. A lot of us went down to Trenton and it was definitely emotional. I think many of us got way more emotional than we thought we would be, but it was a relief and it was exciting and we couldn't wait to come back here to give everyone the great news. I also want to thank PEF for always partnering with us and always coming along and always being our right hand in all of this.

Ms. Shafer: Thank you. With today's vote, it's really a special day here in the City of Paterson and here in the school district. I just want to say the State Board's vote was just a testament to all the hard work that takes place here each and every day in our schools and in our district offices, not only for our community but for the children that we serve. We had a great turnout with our current Board members, past Board members that were there, our Assembly people Wimberly and Sumter, and all the members of our district leadership team. We also had Linda Reid and Rosie Grant, and you know they follow us wherever we go. We certainly appreciate your constant support. I wish all of you could have been there because it was a lot different than what we've heard in the past. In the past we heard about test scores and how that equals success, but finally folks were talking about children's growth and as a result there was a unanimous vote. I just think that's outstanding for the district and everyone in this room and everyone that works with us – the city, the government, the parents, the students, the teachers, the instructional staff, the secretaries, etc. Everybody who works with us has a stake in this. So I want to thank all of you for that. I also want to thank our principals who each and every day do a difficult job. Like I said today, our teachers are parents from 8:00 to 3:00 and they go above and beyond. We're committed to ensuring that the Paterson School District will continue to improve in the area of student achievement and that our students will be successful. To the Board sitting up here with me, I want to say to you that I'm extremely proud of the positive collaboration that we have between not only the Board but with the administrators here in the district. If you look around or listen to some other districts, they do not have the kind of relationship that we have and it's so necessary for us to move the district forward. We're true partners in ensuring the very best for our 28,000 children who as you all know are looking at us and counting on us each and every day. Thank you. I did include a copy of the resolution on the table back there. We have cake, cupcakes, and coffee over here, as well as a slide show about what happened today that you can see. I'm just going to ask at this time if the President and Vice President of the Board would come over to cut the cake. We'll take some pictures and then move right into the agenda. Thank you all.

*Comm. Hodges enters the meeting at 6:49 p.m.

Comm. Castillo: Commissioners, I know it's been a great day but we have to move on with business. I need five Commissioners up here, please. I want to give this opportunity if Commissioners have any comments about today or anything to say.

Comm. Redmon: It was all said already. We're good.

Ms. Shafer: I just want to bring to the attention of the Board that I gave you the Superintendent's notes that you can read. I also provided you with alternative school aid scenarios. It's just a copy of what the Governor sent out so you can see if we were to get the full school funding formula or if not. So there are two different options there.

PRESENTATIONS AND COMMUNICATIONS

Discussion of Internal Audit Report Findings on Early Childhood Providers El Mundo De Colores and El Mundo Del Nino, for Fiscal Year 2016-2017

Ms. Shafer: At this time, I'm going to ask if Ms. Susana Peron would come up and discuss the internal audit findings of the early childhood provider.

Comm. Castillo: I just want to ask everyone from the community that is in the back of the room to please bring it down a notch. We do want to make sure that we continue with the meeting and make sure that everyone in the audience can hear the presentations that are very important tonight.

Ms. Susana Peron: Good evening. The Paterson Internal Audit conducted an audit of El Mundo de Colores and El Mundo del Nino, a provider participating in the NJDOE Preschool Education Program for compliance with the terms of the contract for fiscal year 2016-2017. El Mundo de Colores and El Mundo del Nino are non-profit childcare centers providing services to the children of Paterson. The provider is affiliated with the Catholic Family and Community Services, a community-based organization that was established to perform work on behalf of the Roman Catholic Diocese of Paterson. El Mundo de Colores is located on 44 Ward Street. El Mundo del Nino is located on 433 Main Street. The providers were budgeted to serve a combined total of 225 children for fiscal year 2016-2017 with the approved budget for El Mundo de Colores of \$1,780,544 and for El Mundo del Nino of \$1,610,019, for a combined total of \$3,390,563. From the audit, four findings were found, which I will address through the corrective action plan. Finding number one – the provider underspent the preschool education budget by \$111,312.50. That's the combined amount. El Mundo de Colores is returning \$50,344.27 and El Mundo del Nino is returning \$60,968.23 from underspending. The method of implementation for this corrective action is that the district will reduce the monthly tuition payments to the providers which started in December 2017 and will end in June 2018, at which point all funds will be recovered. Finding number two – the provider charged unallowable expenditures. The corrective action will be that the district will ensure that unallowable expenditures are not charged to the New Jersey Department of Education. The method of implementation will be that the Department of Early Childhood will review the general ledger in detail and direct the provider to comply with district and accounting procedures. The completion of this implementation will be June 2018 and periodically. The details of the unallowable expenditures can be found on page 4 in the audit report. Finding number three – the auditors noted minor accounting irregularities. The corrective action will be that the district will direct the provider to comply with the district's procedures to ensure that errors are corrected in a timely manner. We will review the general ledger in detail to ensure the center complies with the district's procedures. This is done on a periodic timetable and will be completed in May of 2018. The details of those irregularities can be found on page 5 in the audit report. Finding number four – the auditors noted deficiencies in the review of staff credentials. The corrective action is upon notification that new staff is hired in the preschool the district will inform the preschool in writing of the proper background checks, that they're performed and that the records are available upon request. The method of implementation is that any new staff hired after the preschool performs the proper background checks, the district will request a copy for review. The details of that finding can be found on page 6. That completes my report. Are there any questions? Thank you.

Ms. Shafer: At this time, I just want to introduce two former Board members who joined us. What we said today and actually Assemblywoman Sumter said it well was that

Board members in the past, as well as administrators, kept kicking the ball down the field and finally today we got to the end line. Two individuals who helped us do that are Mr. Alonzo Moody, a past Board member, and also Ms. Wendy Guzman, who was also one of our Board members. Also, Mr. Corey Teague joined us today, who is a past Board member.

Discussion of Internal Audit Review on District's Contract with Rich Tree Service, Inc.

Ms. Shafer: At this time, I'm going to ask Mr. Steve Morlino to please come up and discuss the audit review on Rich Tree Service. Mr. Richard Matthews, our Business Administrator, will do it.

Mr. Richard Matthews: Good evening. The Paterson Internal Audit Unit conducted a review of the district's contract with Rich Tree Service. The review was conducted after the Paterson School District facilities department informed the auditors about concerns they had with some of the vendor's billing. This included a review of all available documentation pertaining to the selection and compensation of the vendor, including contracts, purchase orders, invoices, and service tickets to determine if the vendor was compensated in accordance with the contract and current regulations. There were a total of five findings. The first finding was that the district failed to obtain the required multiple quotes for multiple services provided by the vendor. I'm just going to give you all the findings and then give you the recommendations and the corrective action. The second finding was that the vendor provided and billed for services without an executed purchase order, which was a confirming order. The third finding was that the vendor billed the district using state contract line item rates that were not applicable to the services provided. The fourth item was that the vendor billed the district for playground mulch at School No. 2 and School No. 5 on two separate invoices. The final finding was that the vendor prepared a backdated proposal to support the invoice for mulch delivery and the installation. For the first finding, the recommendation was to comply with NJSA18A:18A-37 and obtain multiple quotes required before contracting or authorizing work. As part of our corrective action, the district will adhere to that regulation and require a minimum of two quotes before providing the authorization. For the second finding, the corrective action is the district will implement procedures to ensure that no goods are ordered, or services are provided until purchase orders are issued. The district will enforce the policy currently in place for confirming orders. That would take effect immediately. We have already instituted what's called an accounts payable checklist. The third finding was the state contract rates can only be billed for services covered by the state contract. The vendor will be required to provide a detailed invoice of services rendered, including data service, location, quantity, and rate. The district will verify that services billed were satisfactorily completed before payment. The method of implementation for that is we will compare itemized invoices to the state contract rates to ensure charges are accurate and this will be done by Mr. Morlino and Mr. Infante effective immediately. The fourth corrective action is we will decline payment on the invoice for \$6,567.12 unless the vendor, which has not demonstrated that these invoices or services were authorized, not previously billed and provide proof of delivery. As of now, payment has not been submitted for processing until services are verified and received in accordance with the accounting system and proof provided. This will be done by Mr. Morlino and Mr. Infante and we've added another layer of proof in our requisitioning approval process. The final one will be quotes for services will be obtained and reviewed by the appropriate district staff prior to issuing a PO and the commencement of services. Quotes will be obtained and requisitioning process will be followed prior to services being obtained. A checklist has been developed for verification. That has been implemented effective immediately or probably 30 days ago.

The personnel responsible for implementation are Steve Morlino, Anthony Infante, and June Gray. Are there any questions? Thank you.

Comm. Castillo: Thank you, Mr. Matthews.

**Discussion of Internal Audit Investigative
Report on Risk Manager Samir Goow**

Ms. Shafer: At this time, I'm going to ask our General Counsel Mr. Bob Murray and Luis Rojas to come and discuss the internal audit on Risk Management. I just want to take a moment to welcome Senator Nellie Pou. Thank you so much for coming out.

Mr. Robert Murray: Good evening, Madam President, members of the Board, and State Superintendent Shafer. At the direction of State Superintendent Shafer, when certain reports developed concerning the firm Investigations Unlimited and Mr. Goow there was a reference of this matter to OFAC, the Office of Fiscal Accountability for the state, and simultaneously to the internal investigation audit. The report has been completed. There were three specific findings that have been submitted to us from the state and one specific recommendation of action. In addition, as I will point out, there are two other recommendations of action that were developed strictly by the Paterson School District. The first of the three findings concern the amount of payments that were made in the period of 2017. The state report indicated that the amount of payments made for that year, the first year with Investigations Unlimited, was 58% higher than the preceding year. The state report, however, further pointed out that when the payments for 2017 were considered for 2015 it was a 4% increase over that particular year. The report indicated that there were several reasons why the payments varied from year to year. In a further finding, there was an indication that Investigations Unlimited had added three new healthcare providers during their tenure and these accounted for 49% of all payments. In the course of the overall investigation, including reviews that Mr. Rojas and I made, we discovered that over prior years there was considerable authority vested in the risk manager with respect to both adding individual firms as health providers and also, as I will point out in the next finding, with respect to using what would be called out-of-network providers. The first recommendation that is set forth is as I've said, one of two that are coming from the state district, is the risk manager shall not have the authority to unilaterally add new healthcare providers. This will include both in-network as well as out-of-network providers. Any additions to the health providers will require a review and a written prior approval by the district's general counsel. This particular finding also stipulates that there shall not be retroactive approval of providers. The second finding concerns the utilization of out-of-network providers. It indicates that Investigations Unlimited recommended out-of-care healthcare providers, two of the three firms that are referenced in one. In other words, of the three firms that were brought on, two of them were out-of-network providers and the third was an added firm to an existing network. The corrective action that was developed by the state district is that it will announce a policy that all assignments and utilization of healthcare providers would be in-network and only for good cause would there be assignments to out-of-network. Again, it would require written approval. I would point out with respect to this particular action that it would be effective immediately and we have already taken that action. I have notified CCMSI, the administrator, that it has to be in-network providers and, where it was appropriate, to move assignments back to in-network. Also, with respect to the action, it would be immediate with respect to how we would add individual providers, both in and out-of-network. CCMSI has already been notified of the anticipated change and no changes other than those directed and authorized by the Board will be permitted. The third finding of the OFAC report is that the data indicates that payments to providers

increased over the prior year and new providers were paid a significant percentage of the total payments during the Investigations Unlimited tenure. Based on this review by the state, the state is recommending that the Board not renew the Investigations Unlimited contract. The action so far taken has been to suspend the contract and no further payments were made after the review first commenced. We will accept the state's recommendation and there will not be a continuation of contract with this firm. If there are any questions, I'd be happy, together with Mr. Rojas, to answer them.

Comm. Hodges: Such is the state of medicine today that physicians fluctuate in and out of networks. What is anticipated on that kind of occurrence? That seems to defeat the notion of having your own personal physician that you can establish a meaningful rapport with.

Mr. Murray: As indicated to us, the significant area is not so much physicians. Most physicians apparently either are members of the panel or they can be added to the panel. I will also say that where we have recognized and approved out-of-network is precisely for that point, Dr. Hodges. We've had these cases. This is real case, but I can't mention names for obvious privacy reasons. If, for example, an employee had a preexisting condition, such as a hip injury already, and then falls on the job and therefore has a compensable injury that aggravates the hip, the person already has their own physician. There's not an intention to change that. That is recognized and we're working together with CCMSI on that. I will also point out that whatever deficiencies there were in the tenure, as set forth by this report concerning Investigations Unlimited, in previous years there were a number of individual cases brought forward where employees were upset on precisely this point. There has been progress made on that.

Comm. Hodges: The concern that I have is a relationship between the physician and a network is not reliable when it comes to just one patient. There's a range of things that some networks look for when they're rating physicians. Just because you have a patient here that has an existing relationship doesn't necessarily mean the network is going to accept the admission of that physician. That's why I'm concerned about how this is being laid out.

Mr. Murray: You raise a very good point. We are skeptical of the relationship of networks and goals that may be inconsistent with both the patient relationship and the goal of the district that patients get good care. Finances are not unimportant, but they're not the only point. That's something we're concerned about.

Comm. Hodges: With your concern I hope we can find a way to monitor that to make sure that doesn't become a significant issue. If it's one patient, it's significant to them.

Mr. Murray: I will point out on that, as part of the three actions set forth here that Mr. Rojas and I bring to the Board, we have already with CCMSI indicated that they need to provide us, at least on a quarterly basis, reports on the in and out-of-network situation - costs, numbers, and other details.

Comm. Hodges: Will that be brought to the Board?

Mr. Murray: I would be happy to bring it to the Board.

Comm. Hodges: Thank you.

Comm. Castillo: Thank you, gentlemen.

Science Program Update

Ms. Shafer: Next, we have Sarah Ladlee to give us an update of where we are with our science program.

Ms. Sarah Ladlee: Good evening everyone. I've been asked to present some updates from this year. I'm pleased to say that there's a lot of good news. We have a long way to go still, but we've made some significant gains this year. The first thing that I want to talk with you about, I want to start where we started back in the meeting in September. I talked about a garden that hadn't been tended in a really long time and how the science department and science curriculum, to a large extent, found itself in that situation of being this untended section in the garden. One of the things that have been really excellent that has happened this year is that this area of the garden has received some really intense cultivating. That hasn't happened independently. The first thing that I would say about that is that it would not have happened without the will of an administrative team that was going to continue to push. State Superintendent Shafer, Acting Deputy Superintendent Peron, and especially Eric Crespo, our Associate Chief Academic Officer, and most especially our Executive Director of Curriculum and Instruction Joanne Tsimpedes really pushed to try to find ways to support programming. The things that happened this year would not have happened if they didn't continue to push as I continued being annoying. The reason that I have this picture of the Three Sisters plants up here, which I hope you're familiar with because they do come out of a Native American tradition of subsistence planting, is because in a Three Sisters system these three different plants - corn, squash, and beans - grow best when they grow together. One of the things that we realized this year is that the science department has grown best when it has grown together with the other departments with which we work. We've had some wonderful opportunities this year to work in collaboration with mathematics and ELA around things like our Saturday STEAM program, the development of some integrated curriculum at k-2, the learning walks that we've been doing, which I will talk a little more about later, looking at high school pathways development along with our CTE department, and working with facilities around our high school labs. All of those things have been successful because we've worked within our different departments together collaboratively. We've also seen a lot of inter-school collaboration that has happened to the benefit of the teachers and students in the schools through programs like River Story, which is a grant through the Taub Foundation for k-2 students, learning walks, and our instructional coaching. I want to talk to you about the instructional coaching piece because I think it's the most powerful piece of what we've been doing so far. In September of last year we hired two instructional coaches specifically to serve k-5. Unfortunately, those two instructional coaches couldn't start right way. They were both in teaching positions and it took until November for the first to get hired and January for the second because she was coming from out of district. They support 11 schools each. They're focusing on teachers who are new to grade or to subject only in k-5. They're involved in co-planning, co-teaching, modeling, providing peer feedback, helping to develop curriculum, and helping to provide professional development. The science department has offered over 100 professional development sessions this year starting in September. I would say about half of those have actually been offered by our department, by these two teacher coordinators and myself, not by an outside vendor. Also, they've supported our special programs. They have been supporting the Saturday STEAM Program, the Taub River Project, and our Family STEAM Nights that are happening as a part of that. There's actually one happening right now - I left it to come back here - and our Great Falls Summer STEAM Program. All of those things are happening with the support of our instructional coaches. You'll note that they each support only 11 elementary schools. They each are doing a third of the schools and I am responsible for the rest, along with

the middle schools and supporting the high schools. We could definitely benefit from a larger staff, but we will take what we can get. When I look at how much we've been able to accomplish this year as a team of three, it feels like the work has exponentially been able to grow. Another thing that I talked about at the beginning of the year that we were having an issue with was that we didn't have a sufficient amount of instructional time in k-5. Science was under-scheduled. We conducted a schedule audit and that let us know that in the previous school year we only had 36% of elementary schools that were scheduling to meet the state recommendation. The state doesn't require science time, which is part of the reason why you see that it's inconsistent. When we went back and checked at the beginning of this year, 67% of them were on target. I obviously want us to be at 100%, but this is a significant gain in a year. I want to talk to you briefly about the science learning walks. They are a practice that came to us by way of the Institute for Learning at the University of Pittsburgh. This is a very powerful learning tool for the teachers, the administrators at the school-based level, and for central office staff. To explain to you what we do, we have teachers decide what they want us to focus on when we come to visit their classrooms. We go into the classrooms and we provide them targeted feedback about what we see. Then we go back and establish what the trends are that we see across schools and the entire district. That helps the instructional coaches and myself think about where we need to provide additional support. We focus this at k-5 because we were rolling out the new curriculum and adopting the new standards this year. We thought that was the best place. We also know that those principals require the most support in understanding what good science instruction looks like. This served a lot of purposes. It helped us build administrator capacity and understanding about science pedagogy. It provided support to teachers. It also indicated to everybody involved that science matters and that we're paying attention to it. Prior to this year, learning walks only happened in ELA and math. As I talked a little bit about before, it really helps us provide some really solid data. We've captured data about what we've seen across these classrooms and that leads to much more productive conversations both among ourselves and with principals about how we have to move forward. Let's talk a little bit about middle school. The good news in terms of middle school is that we have more or less stabilized our staffing. Two years ago, we had more than half of the middle school teachers turn over. This past year we did not face that predicament. We had five new hires. We have two current vacancies. They're both in bilingual middle school science. We saw the full implementation of our curriculum, which is aligned to the new standards using the FOSS supports that are available, and PD was provided to everyone. Even the new folks who came on board all had an opportunity to participate in professional development around the curricula. We luckily had the support of two partners to provide instructional coaching for teachers. One was the Ramapo PASS Program and the other was Stevens' CIESE STEAM Programs. This was important because with the amount of time and energy that we devoted to k-5 this year middle school became the forgotten frontier for me. Remember, I'm the one who's responsible for instructionally supporting middle school and my attention was elsewhere. The fact that we had these two partners to help to continue to support teachers when I was not able was very helpful. Lastly, we conducted lab surveys of all the middle school labs regarding state environmental so we have a really clear understanding of exactly what our labs look like, what physical condition they are in, and what work they need, which is very helpful as we move forward. At the high school Stevens provided us with a really great opportunity this year to unpack the chemistry curriculum. One of the problems that I talked about at the beginning of the year is that there were indications that during last school year high school teachers didn't embrace and uptake the new curriculum documents. We were trying to figure out what is the best way for us to support them. What we didn't want to do was to say, "This is what you have you do. Go do it." If there's resistance, there's a reason why. As we talked with people, we realized that part of the resistance was that

they didn't know where to start necessarily and everyone was starting in a different place. Stevens worked along with us and our high school supervisors to map out exactly what needed to happen and have the frank conversations that needed to happen. I know you think you want to teach this in chemistry because you've taught it for 20 years, but it's no longer covered by the standards and you need to let it go. Those conversations happened between teachers in a collaborative peer environment where the high school supervisors and I could sit back and let them knuckle it out. They were able to come to a consensus about what scope and sequence they should be following in order to hit everything that they needed in their curriculum. We intend to use that same process with our other high school classes because we think it was a really beneficial experience for the high school teachers. We will be replicating that in the fall for our environment science and biology classrooms. We've been working on refining the STEM focus school pathways. We have also been working on our lab safety inspections. We did the survey. We knew what was out there. Now we're going in and correcting those problems. I'm happy to report that I found out tonight that International High School is complete. Once our hazardous materials are picked up from there, we will be in compliance. That is significant. We also have a wide array of extra-curricular activities that are happening with a STEM focus across more schools. I think that's the part that's more important. It's not the fact that the activities are happening. It's the fact that they are servicing more students across more schools. Lastly, we've been coordinating with human capital to recruit staff for our high needs areas. Various members of the C&I team, myself included, have gone out to recruitment events on college campuses around the state to recruit candidates for chemistry and physics classes. This represents many of our partners. Another blessing that we've had is that we have some significant community and funding partnerships. That really helps move the work forward. Where sometimes the district cannot, a partner can. The River Story Project, which is funded by Taub, the Great Falls Summer STEAM Project, which is funded by the Hamilton Partnership for Paterson and the Victor Cruz Foundation and supported by the Paterson Education Fund. These things are possible because of their continued support. We hope to have there be double this number on a slide like this in the future. We do have ongoing challenges. I'm not Pollyanna. I know that we have a long way to go. Here are some of them. I broke them up by grade band because I think that's the most meaningful way for you to think about them. In k-5 we are still dealing with issues of quality of instructional time. While quantity may have improved, quality may not. What I mean by that is if their schedule increase happens during breakfast or during the last period of the day before dismissal, and we're talking about kindergarteners, we don't actually have all 40 minutes. If students are eating then they can't be on the floor doing activities like this or handling bugs or digging around with plants and so on. We expect them to be doing those things, so that's a challenge. We do have some schools that are still under-scheduled, but we know who they are at this point and we'll continue to work alongside them to try to improve that situation. Another issue that we've had, which is one that we need to address, is teacher reassignment and turnover. At k-2 last year one-third of the teachers moved grade levels. There are 110 kindergarten teachers. There are 108 first-grade teachers. There are 97 second-grade teachers. That meant that we had to retrain 100 people in all of our units all over again. That is something that we need to consider. Is that really a good use of energy, to be constantly retraining people and not giving them an opportunity to become really masters of their content? We still have to work on alignment and integration of content. I'm very excited about the adoption of the new reading program and how we work to align the science and the ELA to one another. Nicole Brown, the Supervisor of Humanities, and I are already talking about the plan for how that will happen. We also have noticed through our learning walks that we have uneven implementation of the use of the science notebooks. We know that's something that the more consistent it gets, the more opportunities students have to

argue from evidence and to build writing skills. Challenges in middle school – the first three are all interrelated. I'm going to start with the second bullet, which is teacher workload. We have teachers who are teaching large numbers of students. Because they're teaching so many students they're teaching students less often so there's not enough instructional time. Because in our smaller buildings there might only be one teacher, they don't have time and ability to collaborate with another person in their own building or plan collaboratively. No planning time or professional development time within a building with somebody else you can bounce ideas off of. Sometimes that's dedicated time, but sometimes that happens organically in the hallway when there's more than one of you. If you're by yourself, you don't have that opportunity. The other thing that we noticed via some of our work is that we need to continue to work on developing productive talk and also those note-taking practices. High school challenges – like the rest of this country, we are facing teacher shortages in critical areas. I've been very fortunate this year to go to a couple different conferences at the national level and we are far from alone in this. In fact, there are some national reports about the crisis in teacher shortages in math, science, and bilingual special education. We're not alone, but that doesn't really matter. We're still in the predicament that we're in. We do not have enough chemistry teachers. We do not have enough physics teachers. We do not have enough people who are certified to teach engineering. We need those things. We have a tremendous amount of work to do on our lab facilities. We need additional electives. This is tied to the number of teachers that we have. We need robust pathway and elective options for all students at all of our schools. We're also facing competition for enrollment. The school which shall not be named opens this year. That presents a challenge. We also have several charter schools that are STEM focused. If we want to keep our students here then we have to figure out how to win the competition. Some recommendations – one thing that is a piece of good news is that the New Jersey Student Learning Assessment for Science doesn't become a factor for us until the 2019-2020 school year, maybe. We know that it won't count until then. That means that we have an opportunity to gear up towards it. I'm happy about that because it means for this period of time when we have the black box of not having to worry about student performance as it is reflected on a testing report we can really try to move our ship in the right direction. We have to continue to build the department's capacity to provide instructional coaching. We have to try to solve our teacher shortage problem. We can recruit from the outside, but I also think that we will do ourselves a great favor by developing a pathway to certification for people who are already here and who have a demonstrated interest in our kids already. We have elementary teachers who might be interested in becoming middle school science teachers. We have middle school science teachers who might be pretty close to having enough credits to be a chemistry or physics teacher. It's in our best interest to help those people get certified and stay with us. That requires a very specific set of conditions to make that happen, but I think that it's worth it. We also need to continue to address scheduling and staffing. That, of course, is collaboration between our department, the individual schools, and the assistant superintendents. Lastly, we have to continue to address this equity and access issue by making sure that our CTE pathways and our electives are classes that can be available to all students. To that end, I want to talk to you real quickly about two possibilities. We are really well positioned at this point to be the place that is on the forefront of STEM education in an urban environment. We have a lot of resources at our disposal. We're also a city that faces certain kinds of problems that kids can do real life learning to learn how to address. These are two examples of things that we can do either as a pathway or just as elective opportunities that would provide students at all levels with real job opportunities when they leave. If we think that STEM will only be a career path that takes students to college, that's a mistake. There's a lot of work in STEM that you can prepare for, be certificated for, walk out the door of high school, and begin to work. That work is going to become increasingly important. One of those is

aquaponics, the cultivation of food in water. Food scarcity is going to continue to be a bigger and bigger issue in our country as the climate continues to do the crazy things that it has been doing. An aquaponics program is an entirely possible thing for us to do. Students are learning how to grow food. It's a continuous system where you're managing waste because you're also using fish. It's a really great opportunity for us. The other is sustainable infrastructure. Sustainable infrastructure can include jobs that are looking at green technologies like solar panel installation and hydropower installation. It can also include things like mass transportation options. It can include things like landscaping that's meant to address localized flooding. All of those things are things that can happen. You can also include in there hazard mitigation, the idea that we have to have people that work at FEMA so what happened during Hurricane Maria in Puerto Rico doesn't ever happen again and certainly doesn't happen here. We could be the place that trains our children to become the adults who can do this work. With that, I leave you with this picture from the STEM expo. I don't know if you can see the sign that he's holding, but it says "Ask me what I think." It's the best picture. As I said last time, our kids are ready. We are increasingly more ready, but we have a long way to go. We have to decide do we have the will and the means to keep steering the ship in the right direction. Thanks.

Comm. Castillo: Any questions, Commissioners?

Comm. Martinez: In the walkthroughs of the facilities, specifically in the middle schools, what were the findings? I know you said in International you found them to be approaching up to par. What do we look like in the middle schools?

Ms. Ladlee: We haven't received those yet. They just completed them within the last two weeks. They waited and they will give us their complete comprehensive report for all of them at the same time. I'm sure that if you want to see that, we can make that available to you.

Comm. Hodges: Thank you very much for your report. I'm extremely excited because now I have a whole bunch of things I can nag about, I mean discuss. I would like those slides where you discuss the issues that you saw in the various grade levels, and of course their suggestions of what we can do to address them. I'm a little concerned about this instructional time. How do we improve the understanding of the importance of that?

Ms. Ladlee: Our biggest problem with that is our k-2. We have an opportunity to plan and write curriculum that is integrated in such a way that it isn't separate. What has happened in many instances is teachers will say, "I feel like this fits in ELA and I could do it there. I could do this part of it in my ELA class and then continue it in the period that I have assigned for science, but I'm not sure that I'm allowed to do that." The more that the curriculum guides indicate that here's this thing that's aligned to what you're doing in ELA, it's recommended that you do this because it's across curricular connection, the more likely that we address that without even having to bang anybody on the head about what their scheduling documents say. We're hoping and we're already seeing evidence of that. As we do the learning walks with principals, they're turning to teachers and saying, "Of course you can do that. That makes perfect sense. I would expect you to do that." Teachers didn't necessarily know that that was the expectation.

Comm. Hodges: I'm a little concerned that you're finding a lack of implementation of the curriculum, particularly since that's the responsibility of principals. I'm trying to understand the disconnect there and what can be done about that.

Ms. Ladlee: High school is a different world. There was looser understanding of what it meant to use curriculum that was being provided to you. Keep in mind that before last year we didn't have adopted curriculum for any of this stuff so a lot of the teachers were saying, "This is a nice extra you're giving me, but I don't really have follow this, do I?" We had to really be very intentional because the building principal can't know every curriculum for every subject for every grade in their school. It really does fall on the high school science supervisors, myself, and other people within our department to really steadfastly hold the line about the fact that this is really what we expect you to be doing. That is happening and it perhaps was not previously.

Comm. Hodges: What concerns me is the end of year test, particularly in biology. People need to know that that's going to happen. If I were a principal, it would be somewhat higher on my list of concerns.

Ms. Ladlee: I would argue that principals probably are more aware with biology because it was the tested subject, but the others may have been the black box. We were particularly concerned about chemistry because that was the one that for the first time we were insisting that everyone take. That's why we started there, because we knew that was the biggest leap for those teachers to make.

Comm. Hodges: This is not for you, but for the Superintendent. We're going to be addressing that issue and making clearer to the principals the importance of science. It addresses a number of things, not just science. Language arts can be substantially enhanced and science and math are interrelated. I'm just hoping that message gets across.

Ms. Shafer: The high school content supervisors will monitor curriculum implementation. We will definitely take a look at that.

Ms. Ladlee: I was going to point out that one of our high school supervisors are in the room. Not to shine a light on her, but I'm going to shine a light on her. She was out on sabbatical last year. That was a critical loss for us because her schools lost the support of having her there. That meant that people could act like they were in the Wild, Wild West a little bit more. With her being back and being very intentional and working very hard with her teachers to say, "I'm looking at your lesson plans and I don't see evidence of you thinking about these things. Sit with me. Let's talk about them. Let's make sure that you know what you're doing. How do I need to support you so we push this forward?" Those schools have moved. That's a wonderful thing to see happen. Kudos to her!

Comm. Hodges: You mentioned that International High School is the only school in full compliance.

Ms. Ladlee: Not that they're the only school in full compliance. They're just the only school so far that GSE has finished this inspection process with and that we know we've checked all the boxes and crossed the t's and dotted the i's.

Comm. Hodges: So we're waiting for GSE to complete their...?

Ms. Ladlee: The high school science supervisor scheduled dates with all the high schools to go in and do this work with each one.

Comm. Hodges: Lastly, I've heard another concern about the notetaking practices in the district. It is still lagging substantially behind where it needs to be. It's particularly useful for science, but we also have portfolios which our kids are graduating to a large degree. I'm particularly concerned about the younger grades to establish that as a habit so they will get attached to it as they move forward. I'd like to find some way to get a handle on the degree of implementation, particularly in those younger grades. How soon can I hope to get that?

Ms. Shafer: It's in the works. What I'm thinking is to require that every class require the kids to have a notebook.

Comm. Hodges: Not just have them, but actually use them.

Ms. Shafer: To use them, exactly.

Comm. Hodges: They need to monitor it. Unless there's a really aggressive approach put on for a period of time, it's just not going to happen. That's been my experience.

Ms. Ladlee: If I may, I think a part of it is training. The training that teachers received to implement FOSS and the curriculum that we've done that is not FOSS has been focused on content and skills. Now we're getting to the fine tuning. The note-taking practices are the fine tuning because they're what the students then use as evidence to build their talk practices. We're at this point now where everybody is actually opening up the kids. They're taking the things out. They're doing them. The kids are engaging in these hands-on activities. The teachers are saying, "The kids love this. They actually do what I want them to do because they're doing something I want." Now we can focus our energies. The PD plan that we have for science next year calls out for us at all grade levels. We actually pulled it out of the summer PD because this is not sprinkles on top. This is something that everybody has to do so that we build consistency across all the grade levels.

Comm. Hodges: I have just two more items. I would hope that we could try to look at providing scholarship funding for teachers who want to go into the science and math disciplines. Not full funding, but partial funding with a commitment to 'x' number of years. We might have to go outside to get help or resources to help fill that need. That's an area that our grant writers could possibly look at. These areas of need are in common regionally, so there could be a regional approach to doing that. A district may be able to maintain two physics teachers, but if they can share them two days a week, or whatever it is, that might be very helpful to us. That's a thought moving down the line. There was another thing, but I will come back to it another time.

Comm. Capers: Great presentation. I have just one quick question. Where are we with labs? How many of our schools have up-to-date labs, and how many don't?

Ms. Ladlee: I'm not going to say a number because I'm going to make it up. We have very few fully functional state-of-the-art labs at high schools or at elementary schools. We have a number of elementary schools that were outfitted with labs a number of years ago. I would say you can know for sure that the labs at School No. 16 and Dr. Hani Awadallah are the new schools and high-functioning. There are functioning labs at John F. Kennedy within STEM that are shared between the various academies. There are functioning labs at HARP. There's a complete list that we have that we would be happy to share with you.

Comm. Castillo: Can we make sure that we send that audit form to all the Commissioners so that we know?

Comm. Capers: This is a question to Madam Superintendent. For the schools that are not functioning, what's our plan to get them up to functioning?

Ms. Shafer: We put together that four-year projection with the budget in order to get them up to par. Again, it's going to take time. I'm just going to go back to \$280 million and we got \$20 million. We're stretching that \$20 million like you can't imagine. It's not going to do all of the labs or everything else we need. As I listened to the presentation, 526 staff members were laid off. We need science teachers. You have one science teacher. We need more than one in the school. I could go on and on. We have a plan for the science labs. For me, everything is too slow because it's four years out. Again, our kids have to wait and in other places their kids do not have to wait. We have a plan to get our labs up-to-date, but it's just going to take us over the next four years.

Comm. Castillo: There was more to that.

Ms. Ladlee: The plan, as it's laid out at this point, breaks out the labs over the four-year period. We would start with full renovating five next year. Facilities and I are actually already meeting to begin to work out what that looks like. Again, we're trying to start with the places that have had the poorest facilities first. We haven't had a working fume hood at Eastside ever because there was an issue with installing HVAC. Yet, we have the most chemistry classes of all the schools at Eastside. It doesn't mean they're not in compliance. It means they're probably not doing the labs that they need to because they don't want to be unsafe. As a result, if we want them you do what they need to do then we have to provide that. I thought that would be a good place for us to start and Superintendent Shafer said that's a good place for us to start. I think in year two we're looking at the alternatives.

Comm. Capers: So we're projecting in the four-year plan that all of our schools will be at least functioning? Not state-of-the art, but at least have functioning labs in all of our schools?

Ms. Ladlee: Yes.

Comm. Capers: Starting next school year?

Ms. Ladlee: Yes.

Comm. Redmon: Just a brief comment that goes to show you about the infrastructure of our schools. Many of our schools are 100 years old. Some of the technology that they're trying to implement does not support based on the buildings that we have. We have to be realistic as Board members knowing what we can implement in a fast amount of time. Even though we have a four-year plan, we still have to look at the infrastructure to support those programs.

Comm. Castillo: Ms. Shafer, when you send out the list of the audit of the science labs, can you send out as well part of what you have for the plan? Just so we can see what's going, what we can look forward to in the next year and the year after that, and so we can monitor our progress.

Comm. Hodges: Does your plan include a generalized standard of what should be in existence?

Ms. Ladlee: Yes. We're working from the National Science Teachers Association's standard.

Comm. Hodges: Now the imposition of Maker Spaces.

Ms. Ladlee: It's not an imposition. I think teachers and students are hungry for that. There are schools that are already creating their own without our support via donors and other community grants that they have. There's a tremendous amount of interest. There are lots of places that are already doing it. The question is about equity. If not everybody is able to convince somebody else to pay for it, then we need to figure out how we can support making it happen.

Comm. Hodges: That's right. That's what I'm looking for. A lot of them take place in libraries so we need to rethink what the library looks like and how it functions. I'm hoping that we can find a way to chisel in this idea of Maker Spaces across the district because they really support science and innovation as well as unleash the creativity of students.

Ms. Shafer: I just want to say to Sarah thank you so much. I know she has been working hard with her team and Eric and Joanna. Thank you for the presentation.

Comm. Hodges: Is there anything else that you need that we haven't covered?

Ms. Ladlee: Do you really want to ask me that question?

Comm. Hodges: I do.

Ms. Ladlee: We have lists. I will furnish you with a list.

Comm. Hodges: Please do.

Comm. Castillo: Can you forward it?

Ms. Ladlee: Yes. It's a part of our comprehensive science plan. I list all kinds of things I wish I had.

Comm. Hodges: It's an area of advocacy. We can go down to the state and fight for the things that we need in these particular areas where we're doing so terribly.

Comm. Castillo: If you can just send that to us.

Ms. Ladlee: Absolutely.

Comm. Hodges: Thank you very much.

State Senator Nellie Pou

Comm. Castillo: Thank you, Madam Superintendent, for all the presentations. Before we move forward, I would like to call up one of our champions that has fought in Trenton for our local control, our State Senator Ms. Nellie Pou.

Senator Nellie Pou: Thank you so very much. Good evening everyone. First, let me just say Madam Superintendent, Madam President, to all the Board members, to all the

former Board members that I see that are in the room, and to everyone present here tonight, I just wanted to come forward and also join in congratulating you and the City of Paterson for accomplishing something that we only fought for, for the longest time. I know that it's being said it took a long time to get here. I know that it doesn't happen without the hard work of each and every person in this room. It takes true commitment, leadership, and working together. As a member of the legislature and also joined by my colleagues, I know that for the last number of years since I've been in office we have fought to try to get this day. I'm really pleased and happy to see that it has finally come. I know that we will truly be a very different school system when we have only ourselves to speak about, praise, congratulate, and hold accountable. I know that we do that in the faith and with the cooperation of everyone involved. Our students are the ones that are really going to benefit from this. It's really our children that are going to be the ones to be the victors of all this. It is really for the members who have been here the longest and the newest members. Each and every one of you are to be commended for your ongoing effort of trying to make this possible. As your legislator and State Senator, I'm pleased and honored to be able to congratulate you, Madam Superintendent, for all your hard work. I know that you've been here trying to get this point and we're finally here. Please know that you have my absolute total support and in any way that I can be of help through my office or in any effort I am absolutely honored, ready, and willing to roll up my sleeves and continue to work to make this possible. I know that there is a lot of stuff happening. There is still so much more that needs to be done. I am fully aware of what some of our shortcomings are in terms of our overall funding. But I certainly know that we will continue to advocate for that, fight for that, and have everyone that needs to take note of that and recognize where they're holding back we will be out there fighting for each and every one of you, especially to all of our city children. God bless you and thank you for the opportunity, Madam President.

Comm. Hodges: Thank you very much. We need school buildings. School No. 19, School No. 14, School No. 3, School No. 8, and on and on.

Senator Pou: I hear you. Thank you very much.

Comm. Castillo: Thank you, Senator. We thank our Assemblywoman Sumter and Assemblyman Wimberly. Thank you for advocating. Thank you for being a champion. We definitely have done this together. We could not have done it without our leadership in Trenton and in the county working together to make sure that this day is finally here. Thank you.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Ms. Rosie Grant: Good evening. I was behind you this morning, just in case you missed my dance, congratulations. Congratulations to you the Board and to all the people before you and me. I put out a blog with special thanks to Irene Sterling who led the charge from day one to help us get ready so accolades to her. It really is a turning point in Paterson's history today. Kudos you all! I'd like to make reference to Sarah's presentation, the program A River Story, which we collaboratively facilitate through the Taub Grant. Just some statistics here – 407 second grade students were directly impacted by this work this year. That's 25% of the entire second grade population in the district. Another 3,950 students were indirectly impacted because the cohort includes

special area and resources teachers, your ELL and special education teachers. I went to one of the STEAM family nights that are currently happening last night and was so impressed by the number of parents and students who had come after school. We don't get that many parents even at report card night. There they were having fun with science with their kids. At School No. 2 78% of the families that were invited came for this one night for two hours of STEM. If you have the opportunity, there are about four of them left and I'm sure that she shared the schedule with you. Do go take a look because it's pretty exciting to watch. I want to encourage you to consider this a pilot and replicate it throughout the district, not just in science, but in all our content areas. The teachers have been at it for a while and they're presenting this work at professional development conferences nationally and internationally over the years. It would be a shame for us not to take advantage of it here in Paterson. It's an investment in our kids. Peer-led professional development is the best kind of professional development and the kids are really excited about the active learning that they're engaged in. Do put all the effort you can behind pushing this forward. Thank you so much.

Mr. Corey Teague: Good evening members of the Board and Madam President. Can everyone do me a favor real quick? I know this is not customary. Can we all stand up and really give a cheer and round of applause for what happened today? Can we all stand and make some noise about what happened today? I don't know if you guys really understand the enormity of what took place. We need to understand. I know there are some critics out there like there always are. You have to understand what took place today. We have a Commissioner of Education who finally gets it. I sat there today and I listened to him and his constant message was we're not negating benchmarks, but we're looking at the growth of the district. For too long the state was using a metric system, which I believe from the very beginning was all political, to constantly keep us away from getting to the mark. Every time we got close to it or we thought we were getting close to it, they would move the goal post back again. It would be a constant process. No matter how hard we tried, they would say, "You still didn't make the percentage, so we're just going to keep pushing it back." Now we have a Commissioner who says he looked at the grades and the information and wants to look at it from another angle. When he looked at it from the other point of view, he realized that there was significant growth in the district, enough to say that you guys can have control of your schools again. That's powerful. That's very powerful. We as a community should be proud that we're part of the process and we were here to watch that happen. It was the work of Board members present, past Board members, activists, and community leaders. We all came together and no matter if we agreed or disagreed, we were determined to go hard until Paterson got its schools back. Now we are blessed to have a Superintendent that we can actually reach out to and be connected with. We have a Board that we can connect with. We have an administration team. Everyone here is working together as a unit. I think the state realized that and even the State Board member who had some choice words at the last meeting even had to agree at this point that there's growth here and you can see potential here. I was talking to some people in the community today and I use this analogy where you see a flower growing up through the cement. That's what Paterson Public Schools is. We're that flower that came up through the cement and no matter what difficulties we face we're continuing to grow. The wonderful thing about growth is that it's a lifelong process. As long as we're alive, we're going to keep growing. If not physically, mentally or spiritually we'll continue to grow. I am encouraged by what happened today, not just as a past Board member or as a community activist, but as a parent. I'm very proud to see our district make the strides forward and I'm encouraged as to what tomorrow brings. Thank you.

Mr. Enrique Rosa: (Comments made in Spanish)

Comm. Martinez: (Translated for Mr. Rosa) I'm the father of a young scholar at School No. 29. Since last year his son has been experiencing some difficulties in school. They used this book to gauge and measure some of the behaviors and other things going on in school. He spoke to the principal and asked if there was any help they would need to let him know. He said they needed to purchase some device the students could use to burn off some of the energy in the classroom. He said he asked for some assistance and in order for that to occur he would first have to take him to the doctor. He went to the doctor, got the forms, the forms were filled out indicating that he was breaking crayons and doing some things in the classroom that lent themselves to what they were describing. He filled out all the paperwork with all the information required and they determined the student had ADHD. On top of bringing all of the evidence and everything that was required he was told that it wasn't enough to give him the assistance he needed. As you can see, his son is very hyperactive and after presenting the evidence they determined it wasn't enough. The recommendation was that perhaps he repeat the year, but that wasn't something that he was comfortable with. Instead he requested a 504 to get the child an aide to assist. He attended a meeting on the 15th and on the 22nd they met again. He was told despite his son was making the honor roll that the child would have to repeat the year.

Comm. Redmon: It's a little confusing that he made the honor roll and they're saying he's having learning disabilities. That's conflicting.

Comm. Martinez: That's his concern.

Ms. Cheryl Coy: Myself and Ms. Warren met with dad and Ms. Soto for a little while and it's not learning. It's impulsivity. We're going to go back with the child study team and do a little bit more research on it. It's more so behavioral for him. He's not able to sit still for long. I had him sitting back there with me for a little while and he was bouncing and bouncing. Ms. Warren has been working diligently with School No. 29 to get to the root cause and identify a process for him. 504 is in the process, but I want to take it a little step further with the team. Tomorrow they have a meeting and I'm going to jump in there with Ms. Warren to get a little bit more information. I read the evaluation and there are missing pieces in between.

Comm. Hodges: What people misunderstand is that some students you mistake the lack of engagement for an inability to learn. They're not getting their needs met in terms of how engaged they are so they respond this way. However, it's been shown, in Maker Spaces for instance, where these students because of their creativity and their willingness or desire to search and explore do very well when given individual projects.

Ms. Coy: We're going to follow up with the team.

Ms. Shafer: Ms. Coy, will you be at the meeting tomorrow when they meet?

Ms. Coy: It's at 9:00 and I'm just trying to get details of what the meeting is supposed to be tomorrow.

Comm. Castillo: I'm telling him to schedule a day and time to confirm with you so we can continue to follow up. (Comments made in Spanish)

Ms. Desiree Pagan: I've been requesting an IEP meeting with the child study team and they keep denying it. The guidance counselor said he was going to disregard my letter and my request for an IEP evaluation. I just want an evaluation. That's all I'm asking

for my child. I feel like nobody is doing anything. I went for the child study team meeting and Ms. Rogers, the social worker from school, said we're just going to give him a 504. I said if there are no more options I will take the 504. No problem. After the meeting she said this was going to be a two-week process and after two weeks I didn't receive any response. On the fifth week, a month later, I had to go to school because I didn't receive any response at all. I went personally because I need help for my child. I was just requesting since before the meeting an IEP evaluation. I didn't receive any response at all until I went to school again after a month. When I went they took me to the guidance counselor and that's when they gave me the 504. I still want the IEP evaluation. What's going on? What's the problem?

Comm. Castillo: Our Deputy Superintendent is going to have a conversation with you and we're going to make sure that we go through the entire process and have a conversation and figure out what's going on. She's right next to you, Ms. Susie Peron. Have a conversation with her and we will take care of it.

Mr. Rosa: Thank you. I believe my child needs the help.

Comm. Castillo: Absolutely. Thank you.

Ms. Marcella Simadiris: Praise the lord, everybody. I just would like to thank Ms. Ladlee for her presentation. Last time she came and presented with her people I really enjoyed the presentation. Like I said, I come up here often and I listen to presentations and they don't reflect my reality. They say things are occurring in schools and they're not things that I see. Every time Ms. Ladlee comes up here and gives a presentation she's always saying the right things and presenting reality, what it really looks like for subjects that are not language arts or math. I love the direction she's taking in this department. She's talking about project-based learning, which is the real true authentic learning. I love that. She's talking about capacity. This district hardly has any. It really doesn't. There are so many disconnects again. You have a freeholder working for you as a director and we still can't get things working with our culture and climate. She said things about being intentional. She gave some suggestions that we needed improvement on, which was scheduling, staffing, and equity and access, which I've been talking about for years. With regards to why it might be difficult for some teachers to involve cross-curricular lessons or involve different subjects is because of the punitive culture that I've also been talking about. If you do look on the website at the core instructional model which represents the 150 minutes required by law for physical education as a recommendation, not as a requirement, everything is scripted for the whole language arts block. For teachers to stray away from that with the evaluation process that we're currently under is very scary. Again, the time recommendations that the core instructional model provides leaves no flexibility. The scheduling that she's looking to improve on is going to be very difficult until you reevaluate that instructional model. With regards to the advocacy with the reports, I know you mentioned that Comm. Hodges, I would ask that you consider also providing that to the Education Law Center as evidence of the impact of the lack of our school funding. I'm just making that suggestion. I came up here to speak about the reduction at Dr. Frank Napier. Ms. Powell, the response does not answer my question with regards to it going down because of health benefits. I think what would help is if Dr. Frank Napier Academy did a comprehensive needs assessment. It's actually required. All schools are supposed to be doing that and it's supposed to require community stakeholder engagement. If that space was created like it's supposed to occur by law, then I wouldn't have to come up here and ask these questions. I'd know where the money is going. I'd be involved in determining how the money is spent. If we can start talking to administrators about those comprehensive needs assessments that are required by ESSA. It's a process

implementing it because ESSA is 2015. This is the time for authentic implementation, not we're getting there. We're supposed to be there. If you could help with that I'd appreciate it. Thank you.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School approves the payment of bills and claims dated May 2, 2018, beginning with check number 210665 and ending with check number 210762, and Direct Deposit numbers 190 and ending with 203, in the amount of \$12,972,839.76;

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Redmon

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

Comm. Rivera

- Passaic County
- Private Industry Council (PIC)
- Workforce Investment Board (WIB)
- Community Charter School of Paterson

Resolution No. 2

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

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

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

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

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

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Emanuel Capers	2018 COSEBOC Annual Gathering of Leaders	May 29-31, 2018	\$2,440.81 (registration, transportation, lodging, meals)
Board Member	Boston, MA		
Vernon Maynor	2018 COSEBOC Annual Gathering of Leaders	May 29-31, 2018	\$1,694.75 (registration, transportation, lodging, meals)
Principal/YMLA	Boston, MA		
Cicely Warren	2018 COSEBOC Annual Gathering of Leaders	May 29-31, 2018	\$1,335.75 (registration, transportation, lodging, meals)
Assistant Superintendent	Boston, MA		
William McDowell	NJ Association of Federal Programs Annual Spring Conference 2018	May 31, 2018	\$210.26 (registration, transportation)
Executive Director/Family & Community Engagement	Princeton, NJ		
Irene DelRosso	NJ Association of Federal Programs Annual Spring Conference 2018	May 31, 2018	\$184.26 (registration, transportation)
Supervisor/Federal Programs	Princeton, NJ		
Marguerite Sullivan	NJ Association of Federal Programs Annual Spring Conference 2018	May 31, 2018	\$184.26 (registration, transportation)
Director/Federal Programs	Princeton, NJ		
Nakima Redmon	Urban School Board Member Empowerment Series (Module II)	July 2-3, 2018	\$2,173.50 (registration, transportation, lodging, meals)
Board Member	New Orleans, LA		

Oshin Castillo	7 th Annual Building Expertise National Conference	June 13-17, 2018	\$2,556.50 (registration, transportation, lodging, meals)
Board President	Lake Buena Vista, FL		

TOTAL CONFERENCES: 8
TOTAL AMOUNT: \$10,780.09

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

Comm. Hodges: Is this the San Antonio thing?

Comm. Castillo: This is for Chicago.

Comm. Hodges: So I'm not involved in this.

Comm. Castillo: No.

On roll call all members voted in the affirmative, except Board members who abstained on their names. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Redmon

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

Comm. Rivera

- Passaic County
- Private Industry Council (PIC)
- Workforce Investment Board (WIB)
- Community Charter School of Paterson

Comm. Castillo: We have F-6, which you will see on your agenda for the general Board meeting. It was supposed to be on a vote for today.

Resolution No. 3

Whereas, the Paterson Public Schools, of Passaic County hereby resolves to terminate its participation in the program (Medical Plan, Prescription Drug Plan, and/or Dental Plan coverage) thereby canceling coverage provided by the State Health Benefits Program and/or School Employee's Health Benefits Program (N.J.S.A. 52:14-17.25 et seq.) for all of its active and retired employees; and

Whereas, Paterson Public Schools shall notify all active employees of the date of their termination of coverage under the program; and

Whereas, Paterson Public Schools understand that the Division of Pensions and Benefits will notify retired employees of the cancellation of their coverage; and

Whereas, Paterson Public Schools understand that all COBRA participants will be notified by the Division of Pensions and Benefits and advised to contact our office concerning a possible alternative health insurance plan; and

Be It Resolved, Paterson Public Schools understands that this resolution shall take effect the first of the month following a 60-day period beginning with the receipt of the resolution by the State Health Benefits Commission or School Employees' Health Benefits Commission.

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

Comm. Hodges: It says that the Paterson Public Schools understands that the Division of Pensions and Benefits will notify retired employees of the cancellation of their coverage. What exactly does that mean?

Comm. Castillo: If I'm not mistaken, this is just to move out of the state plan. We needed a 60-day notice. This is moving out so we can move forward.

Comm. Hodges: I'm specifically concerned about the cancellation of their coverage. I know it's moving out of the plan, but what about the coverage for people who are no longer employees? How are they going to be made whole and addressed?

Mr. Matthews: They're still covered by the state employee health benefit plan. There's no change to retired employees. That is the language that comes off the state employee health benefits website.

Comm. Hodges: It doesn't say notifying you of the cancellation and changing your coverage. If it said changing your coverage I would be fine with that. It just says we're notifying you of the cancellation of the coverage. You're not saying what you're going to do to put it in place. That the issue.

Mr. Matthews: Retired employees are retired. They default back to the state employee health benefit plan. There's no loss of service to them.

Comm. Hodges: They fall back to...

Mr. Matthews: To the state plan. All retired employees.

Comm. Hodges: Okay. I wish it would say that somewhere. If I'm an employee all I'm seeing is there's a notification that they're being cancelled. I don't hear anything about what's happening to their plan moving forward.

Comm. Castillo: Can we just add to it and make sure that specification is in there?

Comm. Hodges: Or some sort of statement of what happens to these people.

Comm. Castillo: Can we add, change, adopt, or amend?

Mr. Murray: You can have clarification, as Mr. Matthews has just made, and make his comments part of this resolution. Is that acceptable, Mr. Matthews?

Mr. Matthews: Yes.

Comm. Castillo: We made the clarification.

Mr. Matthews: As stated? Or do I state it again?

Comm. Hodges: I just need it to state clearly what happens to the coverage of these other people.

Mr. Matthews: As per the Resolution F-6, it states that we will be coming out of the state employee health benefit plan which would include dental, prescription, medical. It would include retirees. The state employee health benefit plan will still be in effect for all retired employees pending our termination of the state employee health benefit plan.

Ms. Shafer: Cheryl, we can just add that to the resolution. Thank you.

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. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Redmon

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

Comm. Rivera

- Passaic County
- Private Industry Council (PIC)
- Workforce Investment Board (WIB)
- Community Charter School of Paterson

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Martinez: We were presented with a summer PD schedule. It's going to be a catalog of services that are going to be made available to our staff. They're not obligatory. If they choose to register for some of these professional developments they are certainly available to them and we can get you guys a copy of that. We were also presented a report with the standard-based report cards that we will be using moving forward. I think we're going to start rolling it out for next year in grades k-2 then moving up 3-5. We were given an overview of that. The only other item of note was the continuation of a contract with Catapult Learning. This is for our non-public out-of-district services for students who were formerly Paterson Public Schools students who attended non-public out-of-district schools. We are obligated by ESSA to provide the funding for those services provided to those students who are no longer in the district. That was the gist. There are only 10 items that were presented and that was the gist of what was presented. That concludes my report.

Comm. Castillo: Thank you and we will make sure that everyone gets the official minutes for that as well.

Comm. Hodges: Did you have the occasion to ask what the priorities were that they were addressing with the last grant? The idea of the grant is to address certain priorities and they give you a list. What were the priorities they thought they needed to address?

Comm. Martinez: We didn't do that deep a dive. We can request that. This was just an approval of the application itself. We didn't get that deep, but I can make that request to actually get the list of priorities.

Comm. Hodges: The concern is we're still not doing very well in that school. If we're getting all this money, you'd like to see it going to something that's meaningful and a real improvement. What priorities supposedly were addressed in the last grant? With this new grant, what do you plan to do differently so that you have a more improved outcome?

Comm. Martinez: I will make that request.

Comm. Hodges: Thank you. I'm looking for the approaches they plan to follow. There's an approved list on I&P-10.

Comm. Martinez: Of the field tips.

Comm. Hodges: Yes. I didn't see that approved list.

Comm. Martinez: I can make that request as well.

Comm. Castillo: I think it will be added to the minutes. As soon as we get those you'll get that as well. I'll have them emailed out. Cheryl will give them to us right now.
Comm. Hodges, would you like a hard copy or an email?

Comm. Hodges: I don't need a hard copy. I just need a list.

Operations

Comm. Redmon: Operations met tonight and will present the report at the regular meeting. We're presenting O-1 through O-26.

Comm. Hodges: I have more work to do on operations. I will get back to you on that. Thank you.

Fiscal Management

Comm. Castillo: Finance also met tonight and we will have a full report for the general meeting.

Comm. Hodges: I do have some questions for finance. On F-7, what specific approaches were planned in the anticipation of our move to one-to-one? I think I mentioned this earlier about libraries. Libraries are going to have to change in how they're configured moving forward because we certainly don't have the room to develop Maker Spaces in many of our buildings. What is typically happening is Maker Spaces are being set up in the libraries because you can do physical things plus do research at the same time, which may not be available to you in the classrooms. You can open up a whole floor and do your projects. That's the question. Have we mapped out how our system will look and function in view of this initiative on the horizon?

Ms. Shafer: We have been meeting for quite some time to see what the one-to-one device is going to be. We also have some of the plans that are supposed to be shared with the technology committee. I understand that meeting was cancelled. Once the meeting is rescheduled, you'll get some information on that. I just want everyone to know that the one-to-one devices will be in one to two grade levels the first year out. We will not be handing it to them and they will not be taking them home that day. There are all types of policies and procedures such as meeting with parents. We're getting wi-fi set up with their machines so they can take them home. There are some other things that need to be done before any of that happens. First, we're going to roll it out that they will have their own individual device for a couple of months in school and then we will begin to roll it out so that they can take it home and be responsible for it. That's all part of the plan that we need to put in place before they actually take them home.

Comm. Hodges: My concern specifically is as part of this resolution it's looking at libraries and how they are going to be addressed. I guess I'll ask technology about that question. On F-8, the carryover of funds represents 7% of the total budget. Is this a standard pattern where we get that kind of money left over afterwards? If that's the case, what does that represent in actual services that are delivered, or in this case not being delivered? That's a substantial amount of money. Are we not doing things that we could do? We can't say we don't have the money because we certainly have \$3 million left over.

Ms. Shafer: Actually, this \$3.7 million is a low number. The past two years we were at \$6 and \$7 million.

Comm. Hodges: We have a goal to have 65% of our students being able to read once they get into kindergarten. I'm not quite sure that's happening. If it is, that's wonderful. We should go to 100%. If we're putting money back, then that money could be used to provide other services to further enhance the early childhood programs. That's what I'm trying to find out. What aren't or what could we be doing to strengthen our programs given the amount of money that's not being utilized?

Ms. Shafer: It's not being utilized in the current year. We're not turning it back.

Comm. Hodges: It's being carried over because it's not being used. That's the issue. On F-16, we're being charged \$160,000 every year to provide ongoing maintenance. Is that maintenance of a software nature in terms of programming?

Mr. Matthews: It's an accounting software package that holds our accounting software for payroll, HR, accounts payable, and purchasing. Everything that we do as far as accounting is through Edumet and that number is the same number we've had for the last couple of years.

Comm. Hodges: Is the maintenance of a programming nature?

Mr. Matthews: It's more of a service-oriented contract. It's not truly maintenance. There's no true maintenance that goes on. We have customer service. We call them up. We do onsite training with them. There's not any real maintenance other than remote diagnostics when we have an issue.

Comm. Hodges: I just thought that with \$160,000 you could get a programmer or engineer to come in and learn the system and provide that same activity and do other things in the district. \$160,000 is a lot of money and it would finance a programmer or possibly two.

Comm. Redmon: I think we have a programmer already existing in the district. What they're doing is just basically up-keeping the maintenance for the licensing and servicing.

Comm. Hodges: You said the right thing. You have a programmer. We could do well if we had more than one. If you're spending \$160,000, is it absolutely mandatory to be spent this way? Could you hire your own programmer or staffer who works for us who could do this kind of work and do other things at the same time for this amount of money? I don't know whether it's possible or not.

Mr. Matthews: This is the actual software.

Comm. Castillo: This is for the software.

Comm. Hodges: That doesn't mean the person couldn't learn to do the software and then provide the ongoing maintenance cheaper.

Comm. Castillo: I'm a little confused. Maybe I missed something here. What is this money for exactly?

Mr. Matthews: It's the actual program that you use to run the entire district for accounting.

Comm. Castillo: Is this the license? It is for maintenance? What exactly is it for?

Mr. Matthews: It's a software package.

Comm. Castillo: It's just an annual payment of the software.

Mr. Matthews: It's the actual software that we use to run the entire district.

Comm. Hodges: Is it the annual cost? It's described as maintenance. That's what I thought. My premise was this isn't paying for the software. It's paying to upkeep the software.

Mr. Matthews: It's the software package that we use to run all of our systems in the district.

Comm. Hodges: So you're actually buying the software for \$160,000 every year?

Mr. Matthews: We have it already embedded into our system. This is the system that we use every year.

Comm. Castillo: It's like every other system that we have.

Mr. Matthews: It's our accounting software package for the entire district.

Comm. Hodges: That's not a maintenance cost, though.

Mr. Matthews: No, it's not maintenance.

Comm. Hodges: That's what it said there.

Comm. Castillo: It's not to provide maintenance. It's so we can maintain the program. It's to keep the program, to continue to use it. I think the wording is incorrect.

Mr. Matthews: It's a contract renewal.

Comm. Castillo: A subscription. It's the wording.

Comm. Hodges: Yes, it threw me off. On F-18, what exactly is the nature of the deficiencies at some of these locations under this three-year contract? This is the third time they're coming back. I saw the comment about breakfast cleanup. Was that not anticipated in our specs? Why weren't these areas addressed in the second revision?

Comm. Castillo: That's actually a question I forgot to bring up. I'm glad you caught that.

Comm. Hodges: It further mentions an occasional concern about what they're doing at night. Does that mean we're going to be back here again for the fourth revision?

Mr. Matthews: For F-18, that contract increase was because the contract was cut the last couple of years. We've added head count because we need additional staff. We've taken the supplies and put it back into the contract. That was taken out of the contract. We sat down with the vendor and we asked where we need to have additional people.

We put them at Eastside, Kennedy, School No. 18, Dale Avenue, and some other schools. This is for additional head count and supplies. The contract price last year was \$7.6 million and now it's up to \$8.2 million.

Comm. Hodges: What they mention in their remarks, if I'm not mistaken, was that their biggest concern was the breakfast cleanup. In the next to the last page or whatever it was, it said the reason for this was the breakfast cleanup was taxing them and they needed more people for that. That's what I read. That's what it said. It also says there are occasional issues at night, which I have not addressed yet. What I'm wondering, since this is the third revision, is have we captured everything? Do we need to totally review the specs and get it right so we don't have to come back here piecemeal and face this expanding contract?

Mr. Matthews: We've had many meetings with the Pritchard people and our own facilities people. After these different meetings we looked at the old contract going back two or three years ago. We had 232 men on the job. It went down to 192. We came to a number that we felt served the district based on a lot of the demands that we got over the past year from various schools. We had principals, assistant superintendents, facilities, Pritchard, and business services at that meeting and we came to a number that we felt would be able to make the schools clean going into 2018-19. We beefed up the contract based on the input of the schools, Pritchard, facilities, ourselves, and budget constraints. We took the material piece out of the contract last year and we put it back in because it wasn't properly maintained. Based on those additional changes with the supplies going back into the contract, additional head count, and a lot of collaboration, this is the number that we came to for 2018-19. It probably should include what the additional head counts are and stuff like that. That number went to about 202 from 192. Some of that number is full-time and some of it is part-time. We had to beef up the contract so that we could have cleaner schools.

Comm. Hodges: Again, my concern is that we don't come back for a fourth revision. That's the issue. When we send out a spec, it should cover what we need. There can be adjustments, but there was an adjustment. Now we're back for the third time. What further concerns me is that they mentioned the possibility of another problem because of what's going on at night.

Mr. Matthews: That's true.

Comm. Hodges: I don't want us to go back and raise it again because we didn't anticipate or cover it this time around.

Mr. Matthews: When we had originally bid this job out around this time last year there were some programs that were not part of what we do at Paterson Public Schools. Some of them are weekend programs, dinner programs, and Saturday programs. We've added different programs that have put more demands on our staff. We've taken all that into consideration and we think we're at a good number going into 2018-19. We're going to keep on assessing it.

Comm. Castillo: I have a concern as well, not only because we've been here multiple times, but we've also had other concerns in various schools. I think we need to have a deeper conversation about this item. Where do we stand? What services are being provided? Where can we continue to go? Every time we add a program we can't come back and say it's an extra \$1 million. It's not going up \$100. It's going up way more than that so now we need to come back and see what we're getting for our money. I know we've had various issues before we added the programs. Now that we add

programs, we're adding more money and we're still having even more issues. I understand the various programs, but we can't just come to the table because we made changes or we cut two years ago. We need to have further conversations before we decide to add more money to a contractor or vendor. Before we up a number, I think we have to have a full conversation as to what programs have been added, what services are being provided, and what tools are needed. Were they in the specs? Why are we adding extra equipment?

Comm. Hodges: More is coming.

Comm. Castillo: We want to know all this information, not just we have a Saturday program and we just upped it \$1 million because we need more people. We need a little more information than just that. We also have to revise the services that they already render before we continue to add on.

Mr. Matthews: Fine. Based on the head count of last year's contract, we trialed this additional head count. We went out and got some other men. We put them in each place and we sat down with the principals. We put a couple of guys at Eastside, Kennedy, Dale Avenue and some other schools. Based on that trial, the jobs got real quiet. No more complaints at Eastside and Kennedy. We were doing walkthroughs and surveys and based on those numbers that we added to the contract it got a lot more quiet.

Comm. Redmon: I'm sorry. It's frustrating because when we ask for a facilities report what we get sometimes are things that are currently being worked on. We're not getting the full details of the services that they're providing. It's becoming frustrating to Commissioners. Every time we turn around they're coming back and we're increasing their line items for stuff that we don't even know what we're exactly paying for. Some of the manpower that you said went to some of these schools some of the work has not been done. We will get a call from certain students or parents saying this is happening at my child's school. As Board members we walk into schools and we see things that need to be fixed. We should not have to call the Superintendent to get this done. This should be done through facilities. Facilities should have a better way of operating. Right now, it's becoming totally frustrating. We might need a financial needs analysis from them and find out what services they're currently providing plus the materials that they need. Everything should be in the specs, what the price of the manpower should be, listing of products they need to order ahead of time, and materials that they need while doing work. Then we're not coming back here and saying it needs to go up \$20,000 because we didn't get this. We need to know when they go out to bid for certain items it should be included into their original bid with us. It's covered. We don't have to keep having them come back. It becomes frustrating with all Board members sitting here.

Comm. Hodges: I would just hope that this contract gets a further review by the fiscal committee because I personally need a better understanding of what the contract currently covers and what didn't it cover in each particular revision so I know where we're going. I don't like the setup that I see here about the night work that they anticipate might be an occasional problem. Then tomorrow you come back and say it was worse than we thought we need another \$1 million. It's in there so it's clearly set up for that. I just want to have a clearer understanding of what we cover and what should be done. It's not on you. It's on maintenance. We need to figure out what that company is supposed to be doing here for our children. We need a final cost that we're not going to violate. The Superintendent can continue with her budget because I need that \$1 million.

Comm. Castillo: Trust me, we can all find places for it.

Comm. Martinez: Unfortunately, the pattern that I'm seeing coming out of that department is one of being reactive instead of proactive. Just this evening we were presented with some information that was brought to their attention several years ago. Now it's presented to us in a way that this has to happen now. This is urgent right now. If this information was made available to you three years ago, why are we acting on it last minute now, instead of chipping away at this and taking on a little bit at a time? You wait until the very last minute and now this has to get done now. You had this information available to you three years ago and now you're telling us this has to happen now. That is not a sustainable way to function. I have serious concerns about the way things are being managed as far as our facilities are concerned. It's very reactive and last minute. I don't see a lot of planning and proactive approaches being taken. It's just last minute. We have to do something. Do it now. Is the money there? Find the money. That is not sustainable nor is it an effective way to approach managing a department. That raises serious concerns not only with myself, but with everyone sitting at this dais.

Comm. Redmon: I have a comment for Ms. Shafer. For the last couple of meetings, the facilities director has not been here. It's not fair to Mr. Matthews who's presenting what the facilities director needs to do. I think at the next Board meeting when you sit in front of us again he should be here doing his own reports. It should not be somebody else standing in for him. This is a problem. This is why we're frustrated. We're not getting the answers that we need from the person who is responsible for it.

Comm. Castillo: Just to add on, we need to plan ahead for many things. This is a general statement because this is something that I've seen across the board and it's getting on my last nerve. We need to plan accordingly. We need to make sure that everything goes through committee. We've just said we're going into local control. We're moving into this very important chapter. We cannot sit here and wonder what money is going to. We cannot sit here and wonder what services are being provided. Everything needs to go through committee. It's hard sometimes to give Commissioners the full minutes of a finance meeting or any meeting when we don't have all the proper information. We get items lined on with money added on that we haven't seen. Or we get emergency projects. I can see things happen, but there are some emergency projects that really aren't emergencies because if you knew them three years ago they should have been taken care of back then. It's something that we need to look forward for all department heads. We can't continue to do business as usual. We want to continue to move this district forward. All of the department heads need to understand that this Board is not going to accept the same type of work anymore. We don't want our children to suffer. We don't want to put our children in any unsafe predicament. But we're not going to approve or I'm going to remove stuff from the agenda unless it goes through a committee and through our attorney. Our attorney needs to make sure it's legal and we need to know what's going on. This is our head in the game now. It's something that we've seen in various committees and we've addressed it in committees and privately, but it's at a point where we continue to see it and it hasn't stopped. I know I sound like Flavio, but we do have to change the culture and we have to do it fast. We don't have any time to transition into changing the culture. We have to do it yesterday.

Comm. Hodges: That was my last question.

Comm. Martinez: If I may quickly cite one example of something that came to our last facilities report. There was a leak that occurred in a gym that was noticed significantly way back and it wasn't addressed. The can was kicked down the road. You're talking about a \$2,000 that was put off and it turned into a \$20,000 job. You were aware of it. You walked by that every single day and you saw that happening. It was reported to the director of that department and no action was taken until it had no other option but to take it on. A \$2,000 project became a \$20,000 project. That is absurd and it's not going to continue. I'm going on the record as saying that is not going to continue. Not on our watch.

Comm. Castillo: I agree.

Comm. Capers: Sometimes telling us what the long-range facilities plan is and knowing what's going on, but how to upgrade our small stuff like our bathrooms in these different schools. How can we upgrade those little things? There's no planning in place that we're seeing. It's not just fixing this and this. How do we upgrade better water systems? We need our facilities department to be innovators and outside-the-box thinkers because these other districts surrounding us are getting all these different things. We're just maintaining. These buildings are older but we're not rehabbing them or doing anything. We're just maintaining it and that's bad. It's time for us to really move our district forward and give our kids what they deserve.

Comm. Hodges: As Board members you live here. The staff doesn't necessarily live here. These are your children. You don't sit back and wait for them to bring you a plan. You ask for it. You ask for it and make sure that your children's needs are clear to the people who are hired to work for your children. Unless you're sitting in a committee and saying this is going on, give me a plan to address this, give me a timetable, unless you're doing that, then you're not going to get those answers. That's our responsibility as Board members. Don't sit back and think they're not doing that. Ask for it. Their responsibility is to address those issues and if you're not getting it from the people on the committee there is someone sitting next to you, Madam Chair, whose responsibility is for you to get it. Do not sit back as Board members and say they're not giving this to me. You should ask for it. Then there's an action that can be addressed to that for why you didn't get it.

Comm. Castillo: Absolutely. We can get a ton of plans and I think we have. I think we've gotten plans, numbers, dates, and issues. You name it and we've gotten lists upon lists. The issue comes when the everyday things are overlooked. Then the everyday things that are overlooked become a problem. The roof is falling apart but we need to fix the roof because in three years it's going to give out. Now you have a leak and you have to do the entire floor of a room or an entire gym. If you would have fixed the leak three years ago you wouldn't have to do an entire floor and you would have the money to do the roof. It's just an example. It's the everyday things that we let go. We pass right by them and we continue to let things get tarnished because we just don't deal with the immediate situation and have to come back, find money, and put out a fire. Ms. Shafer, we're definitely giving you that task. We need to make sure things change around here. Meanwhile we'll continue moving forward.

Personnel

Comm. Redmon: The personnel meeting was cancelled on Monday. It's rescheduled for this upcoming Monday. We're presenting P-1 and P-2.

Governance

Comm. Martinez: The governance committee will be meeting again next week. We will be able to provide some further details regarding the potential sales of some of the properties. There has been an uptick in interest. Once we have those details clearly given to us next week we will provide them at the regular meeting.

Subcommittee Reports

Technology Committee

Comm. Arrington: The technology meeting was cancelled and we're going to reschedule.

Parent/Community Committee

Comm. Castillo: Parent/Community met on Tuesday and we will have all the minutes for the next meeting as well.

Policy Committee

Comm. Redmon: Policy has not met.

Comm. Castillo: Next meeting is definitely going to be a long meeting because we have all these minutes to present.

OTHER BUSINESS

Comm. Hodges: It's come to my attention that there are still some cameras that are not functional in the district. I get 100,000 emails, so it was possible that it was sent to me. I was looking from the last meeting for a list of the complexion of the cameras across the district. I was told that they were all fixed but there were some missing. I'm not sure that's the case. There are some that are not working as well, according to what I'm being told.

Ms. Shafer: Jim Smith was on vacation and just returned back today. I know Ms. Powell is following up with him about getting the information for the cameras. Let me just be clear of what you had asked for. What schools have cameras? What schools don't have cameras? What's the plan to get cameras? What kind of cameras are we using? Are all cameras repaired? Do you have that, Pam?

Comm. Hodges: I'm being told now that was not...

Ms. Shafer: We need to get that tomorrow.

Comm. Hodges: We were told they were all repaired. That doesn't seem to be the case. If that's not the case, then we need to do another inventory so that we can catch up whatever those issues are.

It was moved by Comm. Martinez, 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 9:04 p.m.