

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

April 11, 2018 – 6:39 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

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

Comm. Joel Ramirez
Comm. Nakima Redmon, Vice President
*Comm. Flavio Rivera
Comm. Kenneth Simmons

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
April 11, 2018 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Castillo: Good afternoon everyone. I officially want to welcome you to tonight's workshop. We definitely do appreciate your attendance and for coming in and being involved. I think at every meeting we're starting to see a bigger crowd and more parents getting involved, and that's great as well. We definitely want to welcome our Facebook followers as well. We're definitely improving in our technology. I see various cameras, so you guys feel like you're here.

Ms. Shafer: Thank you, Madam President. Good evening, community. Thank you for coming out. Tonight, we have the PTO from School No. 9 under Kemper McDowell.

PRESENTATIONS AND COMMUNICATIONS

School No. 9 Parent-Teacher Organization (PTO)

Ms. Jenny Delgado: Good evening everyone. My name is Jenny Delgado. I'm the President of the PTO at School No. 9. We're here to present what we have been doing this year.

Ms. Bahan Dogan: Good evening, my name is Bahan Dogan. I'm a parent and the Secretary of the PTO of School No. 9. We're here to just show you a little bit of what our PTO does throughout the year.

Ms. Delgado: These are our parents who came here to support us.

Ms. Serena Adbuadas: Good evening everyone. My name is Serena Adbuadas and I'm the Vice President for the PTO for School No. 9. It's nice to see you all.

Ms. Delgado: This is a list of our administration and PTO officers. The principal and all the staff at School No. 9 has been very supportive of everything that we do. For any fundraisers the principal and all the staff are always there volunteering with us. These are pictures of our monthly PTO meetings. A lot of parents come. Especially at our first meeting, we were very surprised to see so many parents come. We're like a little family.

Ms. Dogan: I just wanted to add that last year we were able to have weekly meetings instead of monthly meetings. We actually got together every weekend and made handcrafts to sell for Mother's Day gifts. Maggie was a huge support. Unfortunately, since this year the parent coordinators are spread out between different schools, we're only able to have our monthly meetings once a month instead of every week. This is a little bit of a setback for us, but we're dealing with it.

*Comm. Rivera enters the meeting at 6:47 p.m.

Ms. Delgado: Every year we do a Mother's Day fundraiser. We all get together and create something, whether it's a little pot with a flower, chocolate, or keychains. This year we're doing the chocolate-covered pretzels. We always get together and make all these as the little family that we have and we sell them and make a little bit of money for our kids. We have our kids sometimes attend our meetings with us. They're occupied with their little books, toys, or whatever we have there.

Ms. Dogan: Every month or so we try to have different workshops for the parents. They range from financial/economic to parenting and stress management. For example, last year Waffle House had an extensive parenting course where we actually got certificates on how to effectively parent. That's a sample of the stress management technique workshop that we had. This was our presenter for the Waffle House. It was on active parenting. It was an amazing course and I wish that every school in Paterson was able to actually go through with this and have the opportunity to experience this because it was very enlightening on how to approach our children and their stress management. The most important thing was how to go about active parenting in a conducive way to the kids that's not limiting them, but also not letting them walk over us and take control of us. It was amazing. Like I said, if there's a way for other schools in Paterson to get to it, it would be awesome.

Ms. Delgado: We hosted many conference series for the Parent University. We had 687 Facebook views, which we were surprised about. We had a lot of parents attend. I was one of the parents who attended and it really was amazing and a really good experience. We have fundraisers, movie night, and the Mother's Day fundraiser. Recently we started a bake sale. We partnered with the Student Government Association. We volunteer with them and have a little bake sale. We also partner with Chipotle and we had a little fundraiser there. This is our bake sale and report card night. That's my little boy right there. He's helping out, too. For our upcoming Mother's Day fundraiser, we're making pretzels.

Ms. Dohan: We also have the kindergarten and first grade transition breakfast. I believe that happens in every school. In addition to that, we try to have movie nights. In the future we wish to perhaps have something like "muffins with mom day" or "donuts with dad day," something different like that so that we can get the parents into the school.

Ms. Delgado: We have a lot of our parents getting involved. We went to Trenton last year and this year to ask for more money for our schools. Those are our parents. If I'm not mistaken, School No. 9 had the most parents attend. We're just here to advocate for our kids and try to do as much as we can for them. That's it. I hope you liked our presentation.

Ms. Dohan: We want to thank Maggie because without her we wouldn't be as productive as we are. We have a new liaison, Jahira, who is also wonderful. We're very grateful. Thank you.

Comm. Castillo: What's was it - "donuts with dad day" and what?

Ms. Dohan: Muffins with mom and donuts with dad.

Comm. Castillo: I like that. Thank you.

International High School Robotics Team

Ms. Shafer: Our next presentation is by the International High School Robotics Team. We have with us tonight Ms. Ana Alea, Ms. Emily Rose, Ms. Ozbek, Ms. Cate Forfia and some of the students.

Ms. Catherine Forfia: Thank you for having us. We displayed this board at all of our competitions. Ms. Rose is holding it for you. This is a great way for us to show you what our robotics team is about. This is brand new. We have our students holding our awards. We have won some amazing awards this year. First Robotics is for inspiration and recognition of science and technology. It was founded in 1992. Its aim is to get kids into science and technology. We have 36 members, but this is our core team that goes to all the performances. There are four different levels, but we compete in the 9-12, the FRC. There are also junior levels, which is something we can think about for the future. All robotics teams are identified by their number. We are 6860. We were founded in September 2017. Ms. Alea came to me and said she found this great grant through the US Army's Picatinny Arsenal. We went with it. We got the grant. The rest is history. Students are given six weeks to create their robot. They get a kit and a theme. She's going to tell us about the theme and what actually happens.

Ms. Ana Alea: We're going to show you a video because it's really hard to describe unless you actually see what's going on. Every year First Robotics tries to pick an

interesting theme and this year the theme was First Power-up. It was meant to mimic a video game where the students are brought into the game and they have to compete. If you see the field, it has different challenges. It has a scale and a switch that is in a neutral position. The whole point of the competition is to get as many blocks onto the different devices in order to control them to beat the boss.

Comm. Castillo: Before you play the video, ladies and gentlemen in the back, if we can just be respectful. We can barely hear the presentations. Can we be mindful of all those that are presenting? Thank you and I'm sorry.

Ms. Forfia: You might not be able to hear the actual audio, but it's more about seeing.

Ms. Alea: I really just want you to see it's really interesting. There is a team of three robots against another team of three robots. They have to work together, which is part of the philosophy of First. They call it "coopertation." They want the teams to work together, cooperate, plan together, strategize, and succeed as a team. There's a lot going on. You see robots going all over the place. They all have different tasks. If you look in the lower right-hand corner you will see Manny and he is actually loading up our robot, which is putting blocks on the switch trying to get control of it rather than have the other team get control of it. There's a lot going on in these competitions and it's really interesting to see how level-headed the kids are. I'm at the sidelines losing my mind and they've got it all under control.

Ms. Forfia: That was the Bridgewater Raritan Conference. I went to the Mt. Olive one and I had no idea how involved robotics was until I actually went there. There are teams that come with buses of cheerleaders. It was amazing. Every team had these amazing pits where they work on their robots. We had a folding table. Yet, we were still able to take some awards. At the district event at Mt. Olive and Bridgewater we won two rookie awards. It qualified us for the mid-Atlantic championship. At the mid-Atlantic championship, we took the Rookie All-Star award and that qualified us for the world championship. That's why we're here. We're asking you to let us go to the world championship. This will give us a world ranking in robotics. This is our first year. We're going to be competing for the world rookie title. There are going to be teams as far away as the Philippines coming to compete against us, and China, yes. The kids are very excited. The administration and all of the teachers are very excited. In fact, today the teachers in our school all want to donate money to the kids. They're so inspired. Yesterday – and this is why you'll get this at the actual Board meeting – we got a grant from the Department of Defense that paid for our registration fee. Just today, Mid-Atlantic Robotics called me and gave us \$3,000 for all the meals for the trip for our kids and mentors. It's really exciting. We even got a call from the North Penn team today asking if we needed their help. They can drive us. They're so inspired by our team and they're outside of Philadelphia. They have networked so much and they've gotten to know so many of the other teams. It's important to note that these events are two-day long events. Our teachers have spent hundreds of hours on these robots with the kids every step of the way. It's amazing. It's Ms. Rose's first year in the district as our media specialist. She just joined and has been fundraising. It's really awesome. We got the Picatinny Arsenal STEM office grant, the First Robotics novice team grant, the Mid-Atlantic Robotics novice team grant, the US Department of Defense, and the Montclair Society of Engineers gave us a grant for \$500. They really have mentored us. All of the engineers in this society are awesome and they have been wonderful to our team. This is a really amazing opportunity and I think that this is awesome. I would love for us to have more robotics teams to really bring this to Paterson. Our students have done so well and it's the first year. They have just dedicated themselves to it. These are our sponsors. The Mechanical Mustangs is Clifton's robotics team, Precision Scales is

Woodland Park, Montclair Society of Engineers, and Viking Robotics in Vernon. Ms. Alea's daughter is on that team. New Era Converting Machinery, which is an engineering firm here in Paterson, and Picatinny Arsenal. We just keep getting more sponsors every day because there is a real family atmosphere. Thank you.

Comm. Arrington: Does each student build their own robot?

Ms. Forfia: There's one robot. There's a team robot that they get six weeks to build.

Comm. Arrington: Are the robots autonomous? Do you control it?

Ms. Forfia: Both.

Comm. Arrington: Interesting. Awesome job!

Ms. Forfia: Thank you.

Ms. Shafer: Thank you and we wish you well in Detroit.

Comm. Castillo: We wish you the very best. Please keep us updated. Send us pictures. You guys are doing a phenomenal job. We wish you the best of luck.

Ms. Forfia: Thank you so much.

Comm. Castillo: Two of the Commissioners want to go to Detroit.

Ms. Shafer: Alright. I'll write a grant.

Update on Compensatory Time

Ms. Shafer: Next, Ms. Cheryl Coy is going to give us an update about where we are with compensatory time and special education.

Comm. Castillo: Ms. Coy, just to be mindful of everyone's time, we still have a few presentations left.

Ms. Cheryl Coy: I don't have a presentation. I just have a few statements.

Comm. Castillo: Ten minutes is fine.

Ms. Coy: I don't even need that long. The speech started out with 18,799 hours of compensatory, as reported to the DOE this summer. There was a final submission in January that they accepted. To date, we have reduced it by 682 hours just with the Saturday program. The ESY program, which is the extended school year program, will offer a compensatory program for speech and any other related services that are needed. The program will run from July 9 to August 3 with four and a half hours of compensatory services available for students who are in the program. We met with the Northern Regional Educational Commission two weeks ago to go over a plan with them to get support for speech, OT/PT, and additional child study team support for the summer program in the 2018-2019 school year in order to beef up services for compensatory and regular services for our students.

Comm. Redmon: Are there any questions?

Infinite Campus Status Report

Ms. Shafer: Everyone knows that we have moved from PowerSchool to Infinite Campus. Pam Powell is leading that charge along with the MIS staff. We want to give you an update as to where we are.

Ms. Pamela Powell: Good evening Board Commissioners, Superintendent Shafer, and Board President. This is an update on the Infinite Campus. The MIS team is here and I'd just like to take a moment to introduce them if they can stand. We have Mary, Lynn, Jason, Lenny, Frank, and Tamika. These are the individuals that are doing a phenomenal job in converting the system. We are scheduled to be converted on Monday. We will be going live with Infinite Campus on Monday, April 16. I just want to note here that Infinite Campus stated this type of implementation would normally take a medium sized district six to nine months. We are moving on the implementation in less than 12 weeks. That's phenomenal for this MIS team. I'm going to ask Lenny if he would come up and just quickly go through the data conversion.

Comm. Capers: Before he starts, you're talking about the conversion...

Ms. Powell: From PowerSchool to Infinite Campus.

Comm. Capers: Totally.

Ms. Powell: Totally.

Mr. Lenny Moore: Good evening everyone. I'm just going to give you a quick overview of the data conversion. We had the first conversion planning meeting on January 12. The go-live date was set for April 16, which is this Monday. At that time all users will be expected to be functional in the system. In less than 12 weeks I'm going to briefly go over all the data that we brought over. We brought over the first push of attendance from September 7 through March 29. That included over 1.8 million records. When we submitted them we only came back with 324 errors, which we corrected between yesterday and today. That was pretty good. The second attendance push for this week will be done at the end of this week. We're going to send it to Infinite Campus and they're going to upload, validate it, and if there are any errors that come back we'll correct them. The other type of data we brought over was the student demographics and contact information. For this 2017-18 year we brought over 2,400 new students, 5,000 contact records, 3,000 address changes, and 128 new staff records. Again, the process is we send them files and templates that they send to us. We upload it to them, they validate the information, they send it back to us, we check it, and then they will upload it once we give the okay. We brought over 18,000 records. There was a lot of manual entry data that we had to do to change some of the sections that are different from Infinite Campus to PowerSchool. Meeting patterns - those are the days, periods, and times that the courses meet. We brought over 316,000 of those records. We brought over 328,000 of roster entries. Those are the student schedules for this year. Any additions, changes, and things like that we had to bring them all over. We have to mimic what's in PowerSchool so that it's exactly the same when you look in both systems. The final piece of data we brought over is grades. We had to test bringing over the first and second marking periods because they had to build the script to convert the data from PowerSchool extracts to Infinite Campus. They actually tested that we're going to bring over the full first three marking periods of grades at the end of the third marking period and those will be populated into Infinite Campus as well. The final part is the transcripts for the new students that came in during the school year. We brought over 3,700 transcript entries for those students.

Comm. Simmons: We saw errors in the first transmission?

Mr. Moore: No. The process for data conversion is they send us a template of what they need. We format it and send it to them. When I say errors, a field may be wrong or a data character may be wrong, things like that. Rather than them just uploading it into the system, they do it against a test server. They validate it, send it back to us, and give us a sheet of the things that were wrong. Then we change them, send it back to them, and they run another validation. Once it's clean, they will push it to the live server.

Comm. Simmons: Is that the only place?

Mr. Moore: In the other there were errors too, but we were able to clean them up, fix them, and send it back to them. That's the process for all of these records.

Comm. Simmons: So you will end up doing a second transmission on this Friday?

Mr. Moore: Just for attendance.

Comm. Simmons: We're going to go live on Monday. Is there a back-out plan in case for whatever reason something goes wrong on Monday?

Mr. Moore: No. There is no back-out plan. We've been updating this since January. We've been doing data in different conversion stages. Today the servers are pretty much similar to each other. Only this week we haven't updated the attendance yet because they have to wait for this week. This is the last week they're in PowerSchool. Once we get that information, we can upload into Infinite Campus. Now the enrollments and everything is up-to-date. Each day we have to go in and make sure that if somebody drops someone in PowerSchool they're picked up in Infinite Campus so we're rolling on Monday.

Comm. Arrington: What type of stress testing have you done to the system? April 16 you'll have all the users on. What type of stress testing have you done?

Mr. Moore: We haven't done any stress testing, but these servers have been operational from last year.

Comm. Arrington: How do you know they're sized for all the users?

Mr. Moore: Because it's basically the same servers at their location. We don't host it. They host it in their location. The users have been going in to check their logins. They've been going in to input the transcripts and things like that. They have been using it.

Comm. Arrington: How will they report problems on April 16?

Mr. Moore: They will send an email to our MIS department or they can call us. We have an email address for the MIS department where any errors come in just so that we can keep track of it. We want them to send it to our MIS department.

Comm. Arrington: I can tell you typically there's always a back-out strategy when you're implementing something this major. I'm a little bit concerned you don't have one.

Mr. Moore: We're re-implementing something that was already in place last year. We were using Infinite Campus for three years. We're fairly confident that we know what to expect. I think we will be okay.

Comm. Arrington: What is the retention policy on this data? How long do you keep the data?

Mr. Moore: We have 10 years of data in Infinite Campus. From the prior system, which was Fusion, we recorded that information in. We still have 10 years of data.

Comm. Hodges: My concern is we used it in the past and moved away from it. I'm not as sanguine about that to begin with. One of the major areas of concern happens to be a number of queries that we could not generate. What's our ability to do that now?

Mr. Moore: In Infinite Campus the query and reporting is totally different. We have all of those attendance reports. All of that is already in Infinite Campus. The queries that they had last year before we converted are still there. All of the reporting that we have is in Infinite Campus. That won't be a concern because we still have those same reporting and queries. We have them. They're still in Infinite Campus. I'm saying that because we ran Infinite Campus and PowerSchool together. We were able to maintain the Infinite Campus servers so that when we did the conversion we only had to do a one-year conversion. Everything was up-to-date in Infinite Campus, which helped with the conversion.

Comm. Hodges: And yet we changed. That's what I don't understand. I don't know enough about it. We changed to PowerSchool to get something additional. I don't know what that was, but I'm hoping that whatever caused us to leave in the first place doesn't cause us to leave again.

Ms. Shafer: The reason we left Infinite Campus the first time was because we were told that we were going to save an enormous amount of money. Then when we had PowerSchool what you needed was multiple programmers so that you could get the reports that were needed rather than continue to pay every time you needed a report \$20,000 or \$30,000. In addition to that, it was rolled out extremely quickly. There were problems that we were hearing from the teachers, principals, and secretaries. When we brought that to the Board the decision was made that we would move away from it and back into Infinite Campus. We never did realize the savings and there was a list of 20 or 30 reports that were needed and each report was going to cost us \$25,000. The prices just kept going up and the need kept going up. That's why we went back to Infinite Campus. Unfortunately, when we moved from Infinite Campus to PowerSchool it was not vetted through cabinet and there were some other issues that weren't done correctly when it went through. I think at that point it would have been stopped.

Comm. Hodges: Thank you.

Comm. Capers: Comm. Arrington had a good question. If something happens you guys have a team who any teacher or staff member that has a problem can email directly. What's the response time of getting that reply back?

Mr. Moore: We have five team members and everybody is part of the group. They check their emails. Depending on what they're working on they will check their email and whatever is the priority, they have to take care of the priority at the time. We go through the emails.

Comm. Capers: What's the average response time you're looking at if you had to put a timeframe on it?

Mr. Moore: Within a day we will get back to you.

Comm. Capers: I'm assuming that in the first day of rollout you're going to get a lot of issues.

Mr. Moore: I would say 90% of the users are familiar with it. Maybe new teachers may have some issues. We're really eight months from using it. We've had training and things like that.

Comm. Capers: I'm just talking about that 10%. That may be bogged down. I'm assuming with a district as large as ours that 10% is a large number. It's not like five or ten people.

Mr. Moore: No. I can tell you from the experience with PowerSchool, we should have a good response time with Infinite Campus.

Comm. Capers: Are we going to have somebody based in the different schools in terms of principals answering questions to help you guys out or alleviate some of the problems? Is there an Infinite Campus liaison in each school in case you guys are bogged down with different things here? Someone in that school can address that situation.

Ms. Powell: When the training was done there was a teacher trainer and a building coordinator. Within each school there's a building coordinator that the individuals in the school can go to. We will avail ourselves and I've asked the team to make sure that we have a running total of the questions. Hopefully we won't have a lot of questions, but the turnaround time in answering and dealing with them will be expeditiously done.

Comm. Capers: Your building coordinators are administrators?

Ms. Powell: No. They were individuals selected by the administrator. In some instances, they may be administrators, but we've asked each building principal to designate a teacher coordinator that turnkey the information regarding the grade book. Then there was a building coordinator that went through a three or four-day training in Infinite Campus so that they could serve as a point person in their building. If there's an issue, certainly they will be contacting the MIS department and I will be monitoring the types of issues and problems that are coming in so that we can get it out and turnkey it back to principals if need be.

Comm. Capers: If a teacher on that day is having an issue they will contact that liaison in the school?

Ms. Powell: And the principal.

Comm. Capers: Whoever. If it can't be resolved, you guys will get it?

Ms. Powell: Absolutely. One of the biggest issues will probably be trying to log in. Hopefully most people will have their login. We're getting that now because people can log in and see. When they were going through the training, they could test and sandbox so that there were certain things that they could do.

Comm. Castillo: Ms. Powell, just to verify for my understanding as well, this is the same program that we used for three years.

Ms. Powell: Right.

Comm. Castillo: We're just going back and most of it was running parallel to PowerSchool.

Ms. Powell: Lenny did an excellent job doing that and maintaining both of the systems.

Comm. Castillo: I just wanted to confirm that we were all on the same page with the questions and all. This is the same program that we've been using for three years. We've been running it parallel and then this is just going to be the program that we're sticking with, in simple terms.

Ms. Powell: In simple terms.

Comm. Castillo: Everyone should already have a user name, password, and have already been trained on using Infinite Campus.

Ms. Powell: We went through extensive training.

Comm. Castillo: Apart from the new teachers, everyone else is pretty accustomed and knows the program pretty well.

Ms. Powell: Should be.

Comm. Hodges: I'm shockingly uninformed when it comes to this software so I'm going to be reaching out to the Superintendent in the coming weeks so I can get some further exposure to this. I really don't know anything about this in terms of this operation, which I loathe to admit in public.

Ms. Shafer: We'd be more than happy to provide you with any information you need.

Comm. Hodges: Thank you.

Comm. Castillo: I think we discussed it a little further in detail during our last executive session when we were going between the programs and trying to look forward. I think we still have some of those notes for you, Dr. Hodges, just to make sure that...

Comm. Hodges: No, I already understand how the transition takes place. But I need to know how the program works myself. That's what I'm talking about.

Comm. Castillo: We spoke a little bit about that.

Comm. Hodges: Speaking about it doesn't help me learn how the program works.

Ms. Powell: Can I interject something? This is the student management system that we use to register students, to prepare their schedules, and to take their attendance. It's all the data within the district. The schools use the same management system for our students. That's what we're using it for.

Comm. Hodges: To make the point clearer, I know what Final Cut Pro is in terms of being an editing program. But making sure that I know how to use it is a whole different

matter and level of understanding. I'm trying to make sure that I have facility in the use of it so that I won't have to ask questions like I've already asked today. Thank you.

Ms. Powell: As we roll this out, I'm going to move quickly through this and certainly if you have any questions let me know. We had a lot of different meetings and communications that have gone out. There was an Infinite Campus transition team. We had a parent portal task force. Ms. Shafer has sent a letter out advising the staff of the conversion. We sent a letter out yesterday to parents stating that it's going to go live on Monday. We've been talking to the PEA and the PPA. We're working with principals. This is just an indication of the communication that has transpired for the Infinite Campus conversion. We had principals trained. Even though they knew, we didn't make the assumption that they knew. We wanted principals, teachers, and schedulers trained. We're going to have training for central office staff next week. Counselors were trained. I've asked if anyone else needs training. Principals are finding that they have someone that needs training in the grade book, they will let us know and we will provide training. For grades and report cards, the marking period grades for third marking period will be going into PowerSchool. The first, second, and third marking period grades will be brought over into Infinite Campus and they will be visible in Infinite Campus on May 2. Because of the timing of the converting of the data teachers will be using PowerSchool grade books. They should stop using them Friday. Because we have to generate the grades for report cards that's going to be held open. There are certain timelines that they need to go through so that we can run the report cards out of PowerSchool. The anticipated date of them not using PowerSchool at all will be April 30. Teachers will begin to use the grade book in Infinite Campus on the 16th. That would be for the fourth marking period. Since we cannot bring over the grade book into Infinite Campus, the MIS team will be downloading the grade books from PowerSchool. We will be downloading them as a PDF file and putting them into the principals' shared drive so that we will have access to that. One of the things that came out in the conversion was that there were invalid grade correction codes that were used on report cards. That needs to be corrected. We've been in conversation with the principals who are now working on correcting those invalid grades. We cannot report those grades to the state. There are certain grades that need to be reported to the state. We're in the process of correcting that. Bringing information over from PowerSchool into Infinite Campus we need to have a percentage associated with the alpha grade. In some instances, teachers did not have the equivalent percentage there. There are two options in correcting that so that the final grade can calculate out correctly. We will provide to the principals and the teachers the grades that need a percent equivalent. They can get that back to us and we will upload that here through the MIS department. Or the teacher can manually calculate out the grade and the final grade and enter it into Infinite Campus, both of which will yield the same result. Again, this is just repeating the timeline of the grade books and when things are due. In terms of the attendance, it's being taken in PowerSchool this week. Next week it will be taken in Infinite Campus. Because we're bringing over the data from PowerSchool, if someone needs to look at the attendance just for next week, they will need to look both in Infinite Campus and PowerSchool. Both things will be brought over by the 23rd once we do the second push of the attendance. We're going to be activating the parent portal. We're going to wait a week after the attendance has been pushed over. The anticipated date of us going live with the parent portal will be April 30. We're going to roll it out in phases. We have certain schools that will pilot the parent portal. Those principals volunteered and they were selected to do it. They will be School 7, School No. 27, School No. 28, the high schools, Garrett Morgan, and Rosa Parks. We anticipate that the parent portal will be activated for every school for the start of the 2018-19 school year. I'm going to ask Frank if he would come up now and show the parent portal.

Comm. Capers: While he's coming up, I just have a quick question. Is Infinite Campus an app for parents and students to have? Can they pull it up on their phone and log on?

Ms. Powell: The Infinite Campus parent portal piece?

Comm. Capers: Can kids and parents log on to see their grades from their phone? They don't actually have to go to an actual website.

Ms. Powell: I believe there is an app in addition to, but I would need to verify.

Comm. Simmons: I'm not so concerned with teachers because we've used this before. In IT we have a saying that if it can go wrong, it will go wrong. Is there an agreement with Infinite Campus in terms of a timeframe where they get back to us upon notifying them of any problems that we might have?

Ms. Powell: They're available. They will be available when we go live on Monday. I made sure of that. We will certainly have them to work with. Absolutely!

Comm. Simmons: Okay.

Mr. Frank Pajuelo: Good evening everyone. Once the parent portal has been activated, every parent who is created in the system will be assigned a user ID from Infinite Campus. Letters will be generated, disseminated to the schools, and however they distribute each parent will receive an activation letter. With that letter, they will be able to create their own account and log into the Infinite Campus portal on the website. They will use a user name and password that they create and it will come to this home screen right in front of us. They will be able to see their student on the upper left-hand corner. They will be able to see the school that they're assigned to. If the parent has more than one child in their home, they will be able to choose not only the child, but the calendar that they're assigned to - the calendar meaning the school name. School No. 7 is a calendar. ACT is a calendar. They will be able to toggle between schools. On the right side they will be able to log in and out. They will be welcomed by district announcements, anything that the district has to announce, the school that the child is currently enrolled in, and an inbox for any personal messages sent by the teacher or the principal as long as that parent has an email address in their demographic line. On the left side under the child's name they will be able to navigate to the calendar. When the calendar is selected they will be able to see the month and any assignments that are due that are assigned by the teacher. If they were absent that day, they will see a character representing an absence. They will be able to toggle also through the calendar anything that is also assigned in the calendar such as any days off, holidays, and marking period endings. They will be able to see it here as well. They will be able to see on the left the child's schedule and it will show the schedule by term and by period. In every period they will have a course. The little envelope below represents the teacher email address. As long as the teacher has an email address embedded in their demographic page, the parent will be able to send a direct communication to the teacher. There is a little notebook next to the course number that represents the grade book. If the teacher chooses, when they create an assignment they will be able to show the assignment and any final marks corresponding to that assignment when activated. Right now, it's empty. They will be able to go to the attendance and view the child's attendance as well represented by the color codes on the bottom. Green is for excused. Red is unexcused. Grey is exempt. Yellow is the default. When a child is marked absent or tardy, staff members at each school need to change it from a yellow to the other colors, green, red, or gray. It cannot stay yellow. On the left side after that,

they can go to grades and view the child's grades on the tab on the left. They can collapse all of the courses and choose one to see any assignment grades by marking period. They will see the teacher name, the course number, and any comments. After that, they will be able to go to the reports tab. The reports tab on the left will show the child's downloadable schedule and any other reports that we'd like to share, whether it's report cards or missing assignments created by the teacher. After that, they will be able to see any messages sent to them directly from the teacher or school. It looks similar to the home page. Under the account settings on the left, they will be able to turn on any security emails. If someone tries to log in under their own name they will be notified via an email or e-signature pin, just a double verification when they go in, or change their own password. The last one is the notification settings on the bottom left. They will be able to activate any notifications represented by the bell on the upper right-hand corner. If there is an assignment score in the dropdown of the assignment score in the middle of the page, they will be able to select when to get notified. If there is a score when they click the dropdown, they will be notified if there is a percentage score. They can activate or deactivate. The attendance will let you know if there's an absent, tardy, or any grade changes. They will be able to monitor that as well. We're not using responsive scheduling. The bell will show numbers of notifications. When they're done, they will be able to sign out in the upper right-hand corner. Thank you.

Comm. Capers: I just logged on from my phone. I guess the district is registered with Infinite Campus. It does say Paterson district. Is the way a parent signs in on the website the same way you sign in on this app? Can I look at all the data that you went through on this app? Most of the parents, like me, check their kids' grades through their smartphone. Everybody pays bills on their smartphones. Will all the data you just showed be on this app?

Mr. Pajuelo: The data will be shown on that app, but I'd like to add that they're going to move away from the app and stay with their HTML program because almost everyone has a mobile phone. They use the internet on their mobile phone. They will be able to go right to their link on the mobile phone from Safari or Chrome and use a website off the phone in addition to the app. Yes, they can see the information on an app, but it's condensed.

Comm. Capers: When you say condensed, what information can't I see on my app that I can see on the website? If I type in the website on my phone and I log in, you're saying I can see all the stuff. But if I log on from the app, you're saying it's condensed. What data is being condensed?

Mr. Pajuelo: I don't know off the top of my head.

Comm. Castillo: It's the desktop version versus the app version. Even if you go on your bank account your app is a little different from your actual website. It's not major. You can do every function. It's just viewed a little different.

Comm. Capers: That's my question. What is being condensed? If a parent wants to see if a child is at school or if they want to email, what is condensed? That's what I'm asking?

Ms. Powell: We can get that information for you.

Comm. Capers: I'd appreciate it.

Ms. Powell: Were there any other questions?

Comm. Simmons: If a teacher leaves a message, is there a way for that message to generate an email to send to a parent automatically?

Mr. Pajuelo: If a teacher sends a message to a parent...

Comm. Simmons: If a teacher leaves a message here, is there a way for this message to automatically generate an email? Does it do that?

Mr. Pajuelo: The envelope will open up the application on the computer like a Microsoft Outlook. The Microsoft Outlook will open, it will put it in the email, and that's how the message will get sent.

Comm. Simmons: Okay.

Comm. Capers: Are the parents going through any type of training on this?

Ms. Powell: Absolutely. We will have a letter that will go out to the parent. In terms of that, we're working with Mr. McDowell's group along with the principals. We're piloting with certain schools so that we will address all those issues. Are there any other questions?

Comm. Hodges: There's always another question. Currently in the three years we had this previously did they have access to the parent portal at that time?

Ms. Powell: They did not. I was a principal at the time and one of the things that we needed was the parent portal. There were certain schools that piloted the portal, but it was not rolled out in the fashion that it's being rolled out now. We understand the need for parents to be able to do and see what their children are doing. Under the direction of Ms. Shafer, we're forging ahead with getting this done.

Comm. Hodges: This is obviously going to require a major push and we need to make sure that we're doing everything possible to get the opportunity for parents to participate. I think that even more than just making them aware, we're going to need to understand the percentage of parents that are participating so we can see the value of the program. That feature is extremely important.

Ms. Powell: It's important and it's going to hold schools accountable in terms of making sure that grades are in, that we're communicating information, and that information is done timely. We're going to have to coordinate with principals. You're absolutely right, it is a push. We're planning that push. I will be meeting with principals next week. At back-to-school nights principals will be talking to parents. Kemper's group will be talking to parents. We will be coming up with that plan.

Comm. Hodges: What I would like in terms of monitoring is a monthly report on the percentage of parents that have reached a competency, or however you want you describe it, so that we can see that 'x' number or percentage of parents per building are prepared to use...

Ms. Powell: I will verify that type of report is available out of Infinite Campus because that would have to come from Infinite Campus. It would depend on them logging in. I'm sure that there will be some sort of report like that and certainly will follow up to make sure we have that and provide the status of that.

Comm. Hodges: Thank you very much.

Transportation Fines Report

Ms. Shafer: The next presentation is around transportation. There were two requests by Board members. One was what would the cost be if we had our own in-house transportation. The other was the fines and at what point or time do we take routes away and other penalties.

Comm. Castillo: Lisa and Jim, if you can just be mindful of the 10-minute rule because we have two more presentations and executive session tonight.

Ms. Lisa Vainieri: No problem. My part is short.

Comm. Castillo: Thank you.

Ms. Vainieri: I had given out a comparison of fines and penalties in the bid specs. It looks like this and the other side is blue. You have two pages. I wrote the penalties that have been changed. That's on the yellow page and it tells you what the penalty is with the old specs, how much it was, and what the new bid specs are. We have done them and they're currently in effect for our last bid, which was in March. Those were the changes that were made. I just want to point out that where it says "per diem rate" that varies based on the company. The per diem rate could be anywhere between \$200 and \$350. Where you see that the fine is a per diem rate or two times the per diem rate, it based on that route. I don't have the actual number.

Comm. Hodges: How is that per diem rate set?

Ms. Vainieri: When they bid, the lowest bidder. Then on the next page it lists 14 additional fines that we have come up with that we actually put into our latest bid specs in March. These are our bid specs for next year so far. We added these because we found that bus companies were in violation of some of these things and we couldn't fine them so we added fines based off the problems that we saw.

Ms. Shafer: We also left a third column, which are recommendations. We're asking the Board to take a look at this and if you want to make a recommendation for a particular fine, more than one fine, or whether it's too high or too low, give us a recommendation. We will then bring that back to the Board and go to the county for approval. The county has to approve the fines. There is a process. Our next bid is in May. The only thing we're going to ask is if you could take a look at this and get it back to us as quickly as possible if you want to give us some recommendations. We would want to bring it to the Board and have the full Board agree to go to the county with a different fine. We need to get it in our next bid specs, which are going out in May.

Ms. Vainieri: Correct. Just so you know where these came from, they came from a variety of other bid specs that the Essex Commission and other towns use. We didn't just create these on our own. Then we compared it. We went on the higher end for a lot of them, if it's one we particularly see a lot. We always call the county and the state to make sure that we're in line with what we can do and what's reasonable.

Comm. Arrington: That was part of my question. My fear is that it's still not high enough. They're going to build that into their bid.

Ms. Vainieri: You're exactly right. That's what happens. The higher you go on the fines, the less people that bid and the higher the bids come in. If you raise them more, plan on spending more. A lot of people will expect to be late or something like that. They say if they're going to be charged, they're going to go higher. You're absolutely right. That is a possibility and that is what people will do.

Comm. Castillo: Are there any other alternatives to just making them pay this amount? Is there anything else that we can do? We're not going to allow them to put our kids' lives in danger. They know they're going to get away with it by paying a \$250 fine and charge us even more money. How do we create a balance to you not just paying to continue to do what you're doing?

Ms. Vainieri: Correct. That's what I was going to talk about next. In order to disqualify a bidder, it is a process. We actually will be doing that this year. We're starting the process. First off, you have to make sure you have all your data. You have your fines, the letters that you've presented them, and then you have to have a hearing. You have to give them a chance. You give them a specific time to improve and you see an improvement. Or you see that you've had a lot of safety violations. We have a hearing. We provide you with a letter. Then the executive county has to approve it. Basically, you have to have a hearing, evidence, give them a chance, and then you present it. The Board has to approve it, it goes to the county, and the county approves it.

Comm. Castillo: So this requires a really long process.

Ms. Vainieri: It doesn't have to be that long, but it is a process. The process starts with us by fining and having all of our data already. Then we set it up and say we've reached this point. There's no turning back. We're going to meet. We're going to resolve this. If not, we can exclude them from bidding for up to three years.

Comm. Castillo: Do we know what our point is? Do they have to get 10 fines in order for us to move on to the second process of taking them to a hearing?

Ms. Vainieri: We haven't had a limit. Keep in mind we hired two new field investigators in January. That's why you see all these starting in January. We have two men that go out every day. That's why you see more. Not every district does that. Now we're noticing a lot since January. It's April and now we have all of our data.

Comm. Castillo: The next step is finding what that limit is. If we've had a company with 13 violations or whatever it is, then we would have to go and start looking into that.

Ms. Vainieri: Yes.

Comm. Capers: Thank you for this information. We did ask for a policy or any type of regulation for what Madam President was just saying. If it's a company that has accumulated so many fines, what's the policy? Are we going to disqualify them for three years? When are we going to see that? That's what we had asked for.

Comm. Castillo: That's what she's saying is the next step. Now we need a timeline from either transportation or Ms. Shafer as to when we're going to start seeing what that timeframe is.

Comm. Capers: When are we going to get the policy? This is great, but all I see is the same companies doing the same thing.

Ms. Shafer: Lisa, what is the timeline that you want any Board recommendations?

Ms. Vainieri: For the prices? I would need it by the end of the month.

Ms. Shafer: You would get it by the end of the month. It would come to the May workshop meeting for all the Board members to see what we want to change for them to agree to it. Then it goes to the county for approval. Is that going to give you enough time?

Ms. Vainieri: No, because our bid in May 24. It has to be posted into the newspaper 10 days prior. The bid specs have to be approved prior. I have to give the county time to review them and approve them.

Comm. Castillo: Can it be done by the next meeting?

Ms. Vainieri: Yes.

Ms. Shafer: We can get back from the Board any recommendations. Give them to Cheryl and then we will put them all together. We will bring them to the Board on Wednesday. Then we will take a look with Strauss Esmay to see if they have any policies on the books that we can tweak. If they don't, we'll start one and we'll get it to the policy committee for the Board to look at and make any adjustments that they want to make.

Comm. Capers: Thank you. I know you guys said you looked at the different districts. What are the larger districts' penalties on bus drivers? Are these in the same realm?

Ms. Vainieri: They are. I've done research for Norther Regional and Essex who handle a lot of routes. Some are the same. Believe it or not, there are a lot of districts that don't even have as many as we have. We have 32 fines. That's a lot. A lot of people don't have that many. That's because we fine certain things.

Comm. Capers: When you say that a bus driver doesn't have their roster...

Ms. Vainieri: They have to have a student roster.

Comm. Capers: What does that mean? It's just like a regular paper roster?

Ms. Vainieri: With all the kids on it and their contact.

Comm. Capers: The bus driver checks in?

Ms. Vainieri: Yes.

Comm. Capers: I was at a conference and sat through a transportation seminar. They had a new way of scanning the kids' IDs on the bus. They come on the bus and scan an ID. That's how they check in that they were on that bus and belong to that bus.

Ms. Vainieri: We're having a hard time with our buses having GPS and cameras. As far as a swipe machine, I think that's our last thing on the agenda. I think we need to get the cameras and the GPS as a priority.

Comm. Capers: What's the issue with that?

Ms. Vainieri: It doesn't work.

Comm. Capers: Why are the bus drivers having those issues with GPS and cameras?

Ms. Vainieri: Some are saying they have been stolen out of their yard for the second year in a row. Some don't work. The driver didn't turn it on. There's a variety of issues with cameras.

Comm. Capers: Thank you.

Comm. Hodges: I understand that there are issues, but it's part of the contract. Is it not? When they move to accept the contract, they accept the responsibility, which includes cameras and everything else. If they're not going to be able to do that, then they shouldn't bid. If they do bid and they don't live up to the contract, they should be penalized appropriately or removed from any future bidding. That has got to be the district's policy. If it's not, they will continue. It's embarrassing for us to have this happen repeatedly and then go out and face parents who are saying, "Why aren't you stopping this?" The attitude has to be if you do it again or you fail to maintain whatever it is, you're gone. Once that happens, it will stop. They will build fences better or whatever they have to do to maintain the contract. We just can't say it happens. The position has to be you do it or you get off the list.

Comm. Capers: I second that.

Ms. Shafer: We're going to take a look at the fines. We're going to have a rough draft of a policy to give to the Board and for the Board to insert anything that they want. I agree with you. We are not going to go through another fall like we did this past fall with all of the issues. When people bid on it, we're paying them to do a job. They need to do it. We will get you a policy draft for the Board to complete.

Comm. Castillo: We do have the recommendations that Ms. Shafer mentioned if there's anything that we've seen that we can add into the policy. There are a lot of things we want to see changed, but if there are any additional things that sometimes maybe Lisa or Ms. Shafer might skip, just email those in to make sure that all of our thoughts are included.

Comm. Hodges: Point of fact, Madam Chair. It's the Board's responsibility to create the policies. It's the administration's responsibility to do the regulations that go along. We have to write the policy and we need to get about the business of writing a policy which will complement your concerns. You give us those concerns and we will put it into a policy. In your regulations you can comb down to the relevant issues.

Ms. Shafer: I wasn't going to write it, but we're going to look and see what Strauss Esmay has so we can give to the Board as a template just to start.

Comm. Hodges: Thank you.

Comm. Rivera: Are we looking into ways of attracting other companies to bid? Last year we had a few incidents where we contemplated cancelling some routes, but we had one company bid.

Ms. Vainieri: That was this year.

Comm. Rivera: It's just disturbing that we don't get more companies trying to bid. Are we looking into ways of attracting other companies?

Ms. Vainieri: We have purchasing now. Jose sends out our quotes now. He had a list of other vendors. What happens in September is that all the companies have their routes already established. When you get rid of a company and you have 50 routes, the chances of you getting those covered are slim to none. That's a problem. They may have the buses, but they don't have the drivers. There's a driver shortage in New Jersey. It's not just in Paterson. I went to Atlantic City. Every person at the SCS was talking about the problem.

Comm. Rivera: I feel comfortable as long as we at least attempt to attract other vendors. We should do that throughout the district, not just with transportation. That's why I'm asking the question.

Ms. Vainieri: We want other vendors.

Comm. Capers: I have a comment or recommendation for our district. I went to this transportation seminar and got to talk to other districts. Because of the lack of drivers in these different cities with CDL, if there's a maintenance worker, the district pays for them to go get their CDL. They have dual things so they can take on a route. You have to own your buses to do so. That's a way to find drivers as well.

Ms. Vainieri: Right now, we just got it approved to send the two new field investigators that I just hired to Ideal to get their CDL.

Comm. Castillo: Thank you.

Ms. Shafer: Jim, I'm going to ask you to hold off a minute because Leon has the budget and he fell and we need to get him home. Leon, can you come up please and do the budget?

Presentation of the 2018-2019 School District Budget

Mr. Richard Matthews: Good evening Commissioners, Madam Secretary, and guests. This evening I'm going to go through the 2018-2019 budget presentation. Before moving forward, I just want to talk a little bit about how we worked as a team. Part of that team is here. June Gray had surgery on her foot earlier this week, so she's going to be out for a couple of weeks. Today we have Katori Walton, Kenia Fulgensio, and Linda Walton. They have been very instrumental in terms of putting this budget together this year. I also want to thank the Board for your input and being a partner with us during the budget season. I want to give special thanks to Comm. Rivera who was a spearhead behind this during the whole budget season. He gave us some good input and insight in terms of how to come through with this budget. Of course, our leader, Ms. Shafer. It's been said that where there's no vision the people perish. Ms. Shafer has given us this vision to be the leader in educating New Jersey's urban youth in Paterson Public Schools. That's our goal and we're going to make sure that does happen. Quoting Nelson Mandela, "Education is the most powerful weapon which can be used to change the world." You're going to see in this 2018-2019 budget that we've put a lot of resources back into the kids' hands for teachers through professional development so that our kids can excel in the 21st Century. Next is a snapshot of our budget calendar from November to the present. You can see here we've been very busy doing community forums, going through the budget process, and working with other departments to put it all together. This is a calendar of events in terms of budget

submission, deadlines, preliminary budget presentations, filing with the state superintendent, notice of public hearing, and today which is a summation of the whole budget process and hopefully final adoption. In terms of what's in the budget, what some of the priorities were, and what we actually accomplished, we were able to get these items into the budget. One of the main goals this year was to avoid reductions in human capital. Ms. Shafer did not want to have any layoffs and we were able to attain that. We did some right-sizing. In terms of having reductions, we've had that over the last couple of years. Academic programs in all disciplines - you'll see that going further. We've addressed security needs such as cameras. We're going to talk about our technology infusion and our one-to-one program. Some innovative programs like our IB program, PD, and a little bit about equity funding for all students in schools. To repeat, these are the main priorities for the 2018-2019 budget coming from Ms. Shafer. Improve data integrity. We want to improve instruction so our kids can score better on some of the standardized tests. You want to come up with a standard grading policy. We want to improve summer school. We want to decrease absenteeism. If kids are not in school they can't learn. Also, as part of the budget we want to make sure we're student driven. Everything that we do is around the kids' needs and what they need in terms of growing, technology, facilities, safety, security, and innovative programs. It's a new beginning, but we still have a long way to go as a district. The goal of the budgeting process is to make sure that we provide stability based on our financial situation. We can put together a balanced budget within what we have as far as financial constraints. Increase equity across all schools. It's not totally equal right now, but we're looking at that going forward. We also want to be transparent with the whole budget process. Some of the key categories in terms of looking at our per-pupil cost, for the year our per-pupil cost is \$15,977. These are some key categories. Our admin costs are \$1,656. Legal costs are \$44. Classroom is \$363. Salaries and benefits are \$8,499. One of the things we've heard a lot over the last couple of years was that our admin costs were through the roof. We looked into the numbers and we compared where we are in Paterson versus the state and our region. These numbers are on the taxpayer guide for educational spending. You'll see Paterson Public Schools in terms of admin costs we're right on par with the state. As far as the northern region, we're \$500 under. Some of the academic initiatives that we talked about are in the budget. Reading program, have a uniform districtwide approach throughout the district for k-3, PSAT preparation, AP assessments, intervention, resources for PD, math fluency for students in k-8, districtwide writing program, dual enrollment where kids attain college credits while they're in high school, and drones. You see what the robotics kids are doing. We have summer programs and professional development for all content areas in the reading program. Furthermore, there's student learning experiences, curriculum writing, science lab safety, textbooks, training, Infinite Campus is being rolled out effective Monday, more textbooks for the IB program, and school-based differentiated instruction for districtwide enrichment. In terms of technology, we are rolling out the one-to-one devices for grades 7-12. We're implementing G-sweep. C&I has adopted G-sweep as the educational platform for Paterson Public Schools. G-sweep is being used by over 70 million students across the country. It's the most popular platform right now. It's an alternate platform to Microsoft Office. It's a more robust software where you can do live video, live conferencing and a lot of shared drive. It's a platform that most educational schools are using right now. In terms of facilities, this is a snapshot of things that we're doing. The new Don Bosco School, we have science labs, and we have the ESIP, which is being rolled out at 17 schools right now. It will be across the entire district in the 2018-2019 school year. New lockers, security cameras, and the John F. Kennedy security guard booths. School No. 9 has an SDA program that is going to put an elevated playground there. There's the retaining wall at School No. 9, new lighting, new roof at School No. 5, and repointing of the building at School No. 5. These are just some of the projects with facilities. It's not all, but just to give you a little

flavor for what's going on as far as what we're putting back into the schools. A little bit more about the budget. This slide here talks about state aid. If you look at the first block there, it's \$426 million. Then you have the \$29 million, which is miscellaneous revenue. Then you have the \$41,455,956, which is your tax revenue for the 2018-2019 school year. This is a flat tax from the prior two years. As far as where the money goes to, you see PCTI is at \$19.2 million. Out-of-district tuitions are at \$18 million. Health benefits without the prescription are \$57 million. Salaries are \$247 million. Charter schools are at \$54 million. The last slide goes into classroom instruction and non-salary costs. That value should be \$7 million, that final slide for the 2018-2019 school expense. This slide you've all seen before. For the 2018-2019 school year we have \$54 million going to charter schools. The cost is increasing every year. It's money that goes right out off the top. Revenues for the year are \$41.4 million for taxes. Tuition is \$500,000. Prior year expenditures are \$625,000. Miscellaneous is \$2.2 million. Workers comp/RX rebate is \$6 million. We're using \$7 million for budgeted fund balance. Total general fund budget is \$501,938,501. We increased our revenues roughly \$29 million from 2017-2018 to 2018-2019. This is just a pie chart of those revenues. You see here the state provides 83% of our revenues for 2018-2019. Tax revenue is 2% of the budget. Budgeted fund balance is another 2%. Extraordinary aid and ESSA grant. These are the appropriations. That number has grown from \$478 million to \$501 million, which is a 4.5% increase from 2017-2018 to 2018-2019. Employee benefits are \$85 million. That includes medical, TPAF, and FICA. Instruction, special education, and facilities - these appropriations have grown 4.6% from 2017-2018 to 2018-2019. This is actually a pie chart of the prior slide which just breaks down percentages of where the money is going. As a budget team we look at trends and historical data. We have proposals. We work with our principals and administrators analyzing data to put together a budget. We review all mandated costs, salaries, benefits, tuition, testing services, contracts, energy, and transportation. Familiar terms you've heard and seen before as far as budget cost drivers - collective bargaining, substitutes, staff absences, special education, lease agreements, transportation, contracts, health benefits, workers comp, infrastructure and legal costs. Again, this slide speaks to our underfunding over the last couple of years. We've been underfunded \$273 million over the last couple of years. These are some of the things that we've had to not do. We've had to defer maintenance and facilities. We've had to increase class sizes. There's a big impact of the lack of revenue that we've received over the last eight to nine years. On a positive note, with this budget there are 44 new jobs. We've talked about bringing back the Marching 100. We've added nine music teachers. That's not going to happen overnight because we're bringing art back into the schools for grades 4-7, but it's going to take a while before it gets to high school and reap the benefits. We have art teachers, media specialists, behaviorists, world language, and bilingual. This is just one year of bringing in new jobs because there's a need for more music, art, and media specialists. For 2018-2019 we're putting in 44 new jobs and hopefully we can keep that number growing in the following budget seasons. This is a combination of restricted and non-restricted fund balance. This is not what we have available to us for 2019-2020. Some of this is money that we can't use. It's emergency, maintenance, and legal reserve. Our total fund balance after June 2017 is \$34.9 million. That includes everything. That's not all that's available to use in the 2018-2019 and 2019-2020 budget.

Comm. Hodges: Excuse me. You're throwing me for a loop here. \$34 million includes what?

Mr. Matthews: At the end of 2017 our total fund balance available was \$34 million that's available to us as capital reserve, emergency reserve, and maintenance. It's unrestricted and restricted fund balance. Some of it we can use and some of it we can't

use. We used \$7 million of fund balance to balance the budget this year. That \$34 million gets whittled down to a much lower number at the end of 2018.

Comm. Hodges: How much lower?

Mr. Matthews: In terms of what we're going to have available going forward, we have to have money for the 2017-2018 budget. We have about \$5 million remaining of unassigned fund balance going into next year. That \$34 million is the total number, but it's not all available to us.

Comm. Hodges: That's what I need to see. When you show me \$34 million... Ms. Shafer will tell you, I have ideas.

Mr. Matthews: I can give you a breakdown of how we got to that \$34 million.

Comm. Hodges: I appreciate that. That will slow me down a little bit. I see \$34 million and I need to make that work.

Mr. Matthews: It's not all available to us. We've already used \$7 million for this budget right here. We have other money that's restricted that we can't use. \$2.2 million was used for capital reserve. We have money in legal reserve and money for maintenance reserve. That's restricted. This is just total fund balance.

Comm. Capers: So this is not accurate.

Mr. Matthews: It is accurate. As of June 2017, it says \$34 million.

Comm. Capers: Out of this \$34 million you said \$7 million went to balance the budget.

Mr. Matthews: We had \$15 million that was available to use this year. We had a surplus of \$3.7 million. We used the \$3.7 million surplus and about \$4 million of unassigned fund balance.

Comm. Capers: This year you said we had a surplus of \$15 million.

Mr. Matthews: No. Last year we had a surplus of \$3.7 million. We used that to balance out the budget for this year. When you go to the revenue section, you see the \$7.8 million that we used in fund balance. That money was brought over to the 2018-2019 budget to help us balance out the budget.

Comm. Capers: That was a total of...

Mr. Matthews: Out of the \$34 million? The total number was \$34 million. We used \$7.8 million, but we had \$15 million that was available for us to use. The other money is restricted. We can't use it.

Comm. Capers: I wish I would have seen this last year.

Mr. Matthews: This has been there every...

Comm. Capers: I wish it was broken down.

Comm. Hodges: That's the point I would make. I saw that \$34 million and things went off in my head.

Comm. Castillo: All of our eyes widened.

Comm. Hodges: I will tell you the community is going to get the same impression. What you might want to simply do is give us the actual available fund. Right now, I'm here to hear your explanation but some of them are not. Some of our press is not as meticulous in what they write.

Mr. Matthews: I hear you. I'll get it to you tomorrow.

Comm. Hodges: I don't want to confuse the press. They have their hands full as it is.

Mr. Matthews: I did struggle with this slide because I knew you were going to think it was all available. We had that conversation. We decided to speak to it and inform you as to what makes up that \$34 million. We struggled with putting that up there.

Comm. Hodges: At least it requires an asterisk, something that suggests that's not the true figure.

Mr. Matthews: I got you. Understood.

Comm. Castillo: I agree. Even as you were saying it, it opened my eyes wide.

Mr. Matthews: I struggled with it a little bit. We have a tentative agreement with the contract settlement. The contract has not been ratified. We've reached a five-year tentative agreement with the PEA. Hopefully that moves along smoothly and we can have the labor piece for five years going forward.

Comm. Castillo: Are there any other questions?

Comm. Simmons: I'm looking at the resolution and I'm looking at the presentation with the tax levy. On the resolution it's 41962513.

Mr. Matthews: You have the tax levy on the debt service. That debt is coming off the books in about a year. That's part of a separate tax levy from something we did 10 years ago. I'm not sure what year, but it's about 10 years ago. That's why you see the higher number. Ms. Castillo called me this morning, so I gave her the breakdown. The sheet is over there that gives you the breakdown of the two tax levies. That's coming off the books in a couple of years.

Comm. Redmon: This is the tax levy that's already included in the budget from the previous year. This is not a new tax levy. I'm only stressing that so the public knows that this is not a new tax levy. This is something that's already established in the budget that was adopted last year.

Mr. Matthews: Yes, it is.

Comm. Capers: On your facilities plan you said you have an elevated playground and a retaining wall for School No. 9 and new lighting. Isn't that SDA money?

Mr. Matthews: Yes. I thought I mentioned it, but maybe I didn't.

Comm. Capers: They will fund all of this?

Mr. Matthews: Yes.

Comm. Capers: Do you know that number?

Mr. Matthews: For that particular project I can get it to you.

Comm. Capers: Thank you. When does that project start?

Ms. Shafer: I think it's starting in the spring. Is Steve here? I saw Steve. I'm pretty sure it's starting in the spring.

Mr. Steve Morlino: School No. 19 and School No. 9 are both going to start in the spring.

Comm. Castillo: Thank you, Mr. Matthews.

Comm. Rivera: I see a line of revenue for workers comp/RX rebate. Can you elaborate more on that?

Mr. Matthews: That's the number that we got back from our broker. We've been getting money back based on usage in the last couple of years. This number is a combination of usage and utilization of the brands. The number that came back to us was \$7 million. We budgeted \$6 million.

Comm. Rivera: In the past were we taking that in as reimbursement to the budget accounts instead of revenue?

Mr. Matthews: In the past it was put down as a prior year refund, which you're not supposed to be able to do.

Comm. Rivera: That's what I'm saying. That's my question. The reason I'm asking this question is I want to make sure this is not a one-time revenue. Next year it is safe to say that we could anticipate similar revenue for this?

Mr. Matthews: Yes. We would think that we will be within 4% to 5% of that number next year. They have three years of data of how we use our prescriptions. Based on that data, those are the numbers that came back to us. The number came back to us for \$7 million. We used \$6 million.

Comm. Rivera: The next question is something that we've touched many times, sale and lease of textbooks. This is a one-time revenue.

Mr. Matthews: Yes.

Comm. Rivera: In fiscal we asked the administration to provide or are least let us know what cost-saving measures are going to take place to make sure that we can reduce approximately that amount. I know you can say we anticipate more from the state, but we cannot budget anticipating something we don't have yet. Even if we have it, it should go into other areas that we're falling short on when it comes to services. We shouldn't try to balance it with that money from the state. If we get anything additional, we should try to provide more service with it. When are we going to start? I said I would entertain it as a Commissioner myself if I see the district analyzing academies that we have in place to make sure that they're working. A lot of the things that we have tried, we need to analyze to make sure that they're still working before we continue to put resources into areas that are not producing a product that we're looking for. When

are we going to start that process? I'm sure we probably have started. Could you just give us an update?

Mr. Matthews: We have started. We met today with the people regarding Hinchliffe, 33-35 Church Street, and our lease at 90 Delaware. We're looking at some of the schools that may be much higher cost per-pupil than what the average is. That process has started. We've had some conversations offline, but definitely looking at all our facilities and lease agreements and stuff like that. Maybe getting out of some bad leases and looking at 90 Delaware and 33 Church Street. We already met with the architects about giving us some numbers in terms of what it would cost to redo that building and getting out of this place. We're looking at revenues and expenditures because we have to make some changes so that we can offset that \$12 million going forward.

Comm. Rivera: Good enough. I just want to put it on the record because when we ask for these cost-saving measures four or five months from now, we need to see some numbers.

Comm. Castillo: Just to add to that, I had a long conversation with Ms. Shafer and Ms. Peron about all the reports and different areas that we will be looking into, especially when things slow down at the end of June, July, August, and May. Different reports from different sections and departments where we can have cost-savings. I want to do that before the fall. In the next few months, you will see meetings – we will have one today – and various other things and the reports we've been asking for. Then we can make determinations and see if we need to add, subtract, or make decisions based off that.

Comm. Rivera: Sounds like a plan.

Mr. Matthews: One more thing I forgot to mention. We did meet about this again yesterday and today. Our plan was to bring it to the fiscal meeting tomorrow night and come to you in the fall with a plan regarding facilities. We met yesterday as a team and today with the architects in facilities talking about the same things, looking at all our facilities, and how we can look at our leases to start reducing some costs that we don't need. We met yesterday and today about those very issues and the \$12 million.

Comm. Hodges: I wish you could indulge me in a two-minute recess. I need to speak with you and the Superintendent over this issue before the budget is addressed. Council advised me to be more circumspect in the conversation, so if you would indulge me in a two-minute recess.

Comm. Capers: I have a question about the one-to-one initiative. Is that grades 7-12? Are we piloting this? Is this going districtwide?

Mr. Matthews: 7-12 is what it's earmarked for right now over a three-year period. We haven't really addressed the lower grades, but this is where the one-to-one is starting. If you want to call it a pilot, it's a three-year phase in. The lower grades haven't quite been...

Comm. Capers: What does that number look like this year that we're putting towards that?

Mr. Matthews: \$1.1 million.

Comm. Capers: How many students are we looking to cover with that initiative?

Mr. Matthews: We have to look at our numbers and get pricing. It's a budgeted number. We haven't actually gotten actual quotes about it. It's a dollar amount that's in the budget.

Comm. Capers: This \$1.1 million is going to go this year. Next year is that number going to go up?

Mr. Matthews: It's going to be \$1.1 million again. It's over three years.

Comm. Capers: So we're looking at about \$3.4 million.

Mr. Matthews: \$3.3 million over three years.

Comm. Capers: That will service...

Mr. Matthews: Grades 7-12.

Comm. Capers: \$3.3 million will service districtwide over a three-year period a one-to-one initiative?

Mr. Matthews: Yes.

Comm. Capers: Even with our student enrollment going up? It's not decreasing.

Mr. Matthews: Plus or minus a couple percentage points here or there. That's the plan. If we have to adjust or tweak it up or down a little bit, we will.

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

The Board went into executive session at 8:29 p.m.

The Board reconvened the meeting at 8:44 p.m.

Comm. Castillo: I want to thank everyone for being so patient.

In-House Transportation

Ms. Shafer: Our next presentation is by Jim Smith. There was a request to have an in-house bus transportation department. He's going to share with us that information.

Capt. James Smith: Good evening. How's everyone? I was asked to prepare what it would take for an initial startup for bus transportation. We took the routes that we had now, the amount of students, what it would cost for the bus, and I put together to the best of my ability what it would be to start up. As you can see, we would take 377 buses at a cost of \$24,494,000 just for the buses. Naturally, you would have to check with the BA at some point to find out if there could be some type of financing. That's just for the bus end of it. Then we have the fleet expenses. Because the buses are fairly new I estimated that it would only cost us about \$1,000 a year, which would come out to be \$377,000 for the maintenance and \$2,225,600 for the fuel. I broke it down there. For insurance coverage I went on the low end and figured around \$2,000 a bus.

I have a request into our insurance carrier for full coverage for the buses and what it would be. They're supposed to get back to me within the next couple of days. There's also going to be an added expense, which I have no idea what it's going to be. If we went this route, there would be an increase in workers compensation that also was sent to our insurance carrier to develop a cost on what that would be. That would be as a result in the increase in personnel. Then we went to drivers. We estimated what the salary and benefits would be and we took an average of most companies. We found out what the average overtime would be and it was roughly around 20%. We took their salaries, not their benefits, multiplied by 20%, and we figured what the overtime would be. We figured a salary of about \$45,000 because there's an extreme shortage of bus drivers, especially ones with CDL with the designation PNS. Figuring mechanics to have our own garage to get a place with adequate parking for 377 buses, to put bays in for mechanics, to increase the staff for a dispatch manager, supervisors, coordinators, coordinating supervisor, mechanics, and drivers, it is roughly about \$37,668,600. Then we had some additional equipment such as car seats, boosters, harnesses, cameras, GPS real time, that are also required in our specs, for about another \$181,000. Then we figured out if we could probably save some money there or maybe if it would cost us more. An office building with storage facility for all of the buses, office for the administrative staff that we get to watch some of the buses, and fully equipped mechanics garages that would include the equipment and tools, about \$2.5 million. My best guestimate for an initial startup cost would be \$70,822,111. I compared our transportation budget for the last four years. The total expenditures for 2015-16 were \$25,900,000, of which we had to pay \$4,800,000 from adjustment. This is when we had Essex County. We also had 511 routes in 2015-16 and then we dropped it to 478 routes in 2016-17 and dropped the cost roughly a little more than \$3 million. Last year we dropped the routes from 478 to 360 and we eliminated courtesy busing. It dropped our expenditures down to \$16,450,000. We estimate next year, if we had this \$16,450,000 and we added 3% on it, it would roughly bring us to \$16,943,500. That is my best guestimate. I'm waiting for some other figures to come in to see what the other costs such as workers comp would entail. As you probably know there, the workers comp would be based on the 797 employees we'd have to hire, which includes the part-timers too. Are there any questions?

Comm. Capers: Thank you for the presentation. Are these just the numbers to buy out the buses? Is there any lease or finance on the buses?

Capt. Smith: If you look at the \$24,494,000 that's to buy the buses new. That \$24 million can be divided a few ways. You can bond for it. You can buy outright purchase. You could try with the county. That would only be for the equipment portion of it. That wouldn't be for the personnel. That would have to be figured out by the BA.

Comm. Capers: I'm just talking about the bus itself.

Capt. Smith: The bus itself is \$24,494,000.

Comm. Capers: That's just buying it outright? That's not us leasing it?

Capt. Smith: No.

Comm. Capers: Because if you lease it, it would be a lot lower.

Capt. Smith: You would have to pay interest per year. Even if you paid 5% interest you'd pay \$350,000 a year interest.

Comm. Capers: If a car costs me \$80,000 to buy, if I lease it or finance it it's cheaper, correct?

Capt. Smith: You can have a lease purchase, but you can't lease it like you would a car.

Comm. Capers: It's the same thing. You can lease a bus, but it won't cost you the total amount of the bus in that same year.

Capt. Smith: No.

Comm. Capers: It will be a lot cheaper.

Capt. Smith: It's a relative term.

Comm. Capers: We need to come up with the best idea. This is great information. It says 24 buses, but what size are the buses? Is it all 54-seater buses?

Capt. Smith: Yes. Every one that's \$88,579 is a 54-passenger bus. Every one that's \$56,216 is a 16 to 20-passenger bus.

Comm. Capers: Slow down. Say that one more time.

Capt. Smith: The buses that have the \$88,579 are all 54-passenger buses. When you get to the bottom where it says 275 mostly for the special education, they're the 16 to 20-passenger buses and that would be \$56,000.

Comm. Capers: We're only buying two kinds of buses, a 54-seater and a 12-seater?

Capt. Smith: 16-20.

Comm. Capers: You're only going 54 passengers and 16-20.

Capt. Smith: Right. That's why we were able to reduce the routes to 360 because we were able to add more kids to each bus route. If you notice, on the second page when we started we had 511 routes. I have to say for the record I can't take credit for reducing the route. That credit would have to go to Director Vainieri who works very hard with her staff to make everything work correctly.

Comm. Capers: Where are we getting these figures from? Are we just looking online at one bus company to see how much the average bus costs?

Capt. Smith: We're getting what a state contract would be to purchase these buses.

Comm. Capers: What do you mean a state contract?

Capt. Smith: The state contract to buy a 54-passenger bus. You have to have state contracts that the state has already bid on for 54-passenger buses and that's what it would be. However, let's play devil's advocate. Let's say you put a spec together and a bidding process and you bid on 377 buses. You might be able to reduce the cost. You'd have to weigh it out as the Board because you'd be the experts on that, but I would say the \$37,668,000 is going to be the same every year. We're paying roughly \$17 million now. That's a financial figure that the Board has to figure out what they want to do.

Comm. Capers: If we had to roll this out in the five to ten-year plan, how would those numbers look?

Comm. Castillo: I'm sorry. I have a quick question. Did you guys have this conversation in committee at all?

Comm. Capers: No, it was just presented to us tonight.

Capt. Smith: I was asked to present tonight.

Comm. Capers: I guess we're in workshop, so we can have the conversation now.

Comm. Castillo: I'm asking because I don't know the background of it.

Comm. Capers: He just confirmed that he said no.

Comm. Castillo: I believe you, but that was the question. Usually in these discussions you'll have all these questions, but it will usually have been at a committee meeting first. That's why I'm asking.

Comm. Capers: Madam President, it was on the agenda. He just presented to me. He just confirmed. There was never a discussion in a committee meeting. I'm the operations chair.

Comm. Castillo: I understand there's a presentation, but I wanted to know if there was a previous conversation about this topic. I'm asking because usually before we come to workshop or we ask for reports there was a background as to why I didn't know and that's why I'm asking if there was a conversation about it in workshop. You told me no. Now we have a presentation about it. I wanted to make sure that you weren't asking for certain things prior to that we weren't aware. I'm not in your committee.

Comm. Capers: The only thing we had a conversation about was having the policy redone. That's the only thing we had talked about.

Capt. Smith: There was one other thing too. The last time I was here I was asked to put this together, what I just prepared right now. That's why I prepared it. They didn't say bring it to the operations committee. They said prepare the report so the Board can see it.

Comm. Capers: When you say "they," who are you talking about?

Capt. Smith: You are one of them.

Comm. Capers: Thank you. I can't do that.

Ms. Shafer: There was a request from Comm. Capers to see how much it would cost to do in-house transportation. I asked him to put it together. I thought it was something that the full Board needed to see.

Comm. Capers: Thank you, Madam Superintendent.

Capt. Smith: Any other questions you might have I will answer if you can formulate them to me in writing. I'm beyond my 15-minute time limit.

Comm. Rivera: I agree. Most of the analyses that are done by the administration don't have to come before the Board if we're not taking any action. It can be shared with the Board, but it doesn't have to be discussed during a Board meeting. This is an administrative analysis. Given that we have asked for this in the past, I see the need to be presented to us. I did ask for an analysis in the past. I don't remember how long ago I asked for it, but I do remember it. It should be on the record. I just want to thank you for the analysis.

Comm. Capers: I did ask the question before we started the other conversation. What is the three to ten-year if we were able to roll this out? What would those numbers look like even if we had to lease the buses instead of buying? That's what I would like to do. The other Board members would look at these numbers and say we can't afford this. But we can have a three-year period when we could roll it out. For example, we can just do field trips and athletics. How much would that cost for that one year? Year two we can just do whatever it is, however we choose to do it. We can roll this out in a three, five, or ten-year period. Those are the numbers I would like to see and those are the numbers that would be more beneficial to our district instead of paying this high number that we're provided with tonight.

Capt. Smith: You're not going to be able to roll out the personnel salaries for three to five years because they're going to be what they are. That's not something you can bond for.

Comm. Capers: I don't know if I'm being clear in my questioning. What would it cost in three to five years to roll out different things to own our own buses? That's what I'm asking.

Ms. Shafer: The only thing we can look into, and I will talk to Leon about this, is to what kind of financing could be done to purchase the buses. The salaries for the drivers, mechanics, and aides would be a constant cost. Something like the buses we'd have to take a look at a lease purchase and see what that would be.

Comm. Capers: And outsourcing the mechanical. If it's more beneficial to outsource the mechanical, how much would that cost? Like Comm. Rivera said, we need a real cost analysis. This is good. It just rolls out the real data of how much one bus costs. We just need an overall.

Comm. Hodges: We've already had a discussion about having custodial staff be dually trained and adding these responsibilities on to them which would minimize the cost. You wouldn't have to get a whole new driver. You would simply have to load on the additional cost to the custodial staff and give them a stipend to cover that. That might mitigate some costs. There are some other options. Maybe we should go back and look at this more comprehensively. There are some other options or some other approaches that we can take to looking at that. Jersey City is rolling out. They don't have a lot of real estate either. They're rolling out this effort. The concern that I have is the safety of our children. We had the report earlier about the penalties and issues which have not stopped. When they work for us, it will stop. If it doesn't stop, then that's our fault. We can't have people showing up with illegal drivers. You know the whole list. If there's a way to do it cheaper and to do it in-house so we can control at least the safety aspect, I think we deserve to look at it. That's all I'm saying.

Comm. Redmon: We should have this in the operations committee. When I say operations committee, you have a lot of questions. We can sit down, formulate a plan,

and then report it back to the Board. Right now, we're not getting what you're asking for. You're asking the same questions and you're not getting the answers that you think you should get. It's not fair to you as a Commissioner to do that. I think this should be back in a committee. We can come back and present it to the Board at another time. We're going back and forth. You're not satisfied with the answers. The Superintendent is not quite sure what you're asking for. You should be able to do this in your committee.

Comm. Capers: I agree, but it was on the agenda tonight. I didn't make the agenda.

Comm. Redmon: I understand that, but we could have tabled that for tonight's presentation. I'm thinking it's going to be a presentation that was presented like busing. That's what I was thinking this was going to be. This is something totally different and I think that we should take this back to a committee meeting.

Comm. Capers: I totally agree, but I don't make the agenda.

Comm. Rivera: Can we at least look into an idea we had previously of at least starting a pilot with two or three buses that we would use?

Capt. Smith: We're doing it. We purchased two buses already and we're using them for different field trips. We're evaluating it right now.

Comm. Rivera: We're evaluating to see if we're going to expand on that.

Capt. Smith: See what the cost savings is and what we're doing. We have two 29-passenger buses that we purchased. Because of your suggestion we did that. We purchased two 29-passenger buses mostly for field trips and transporting something like the tennis team or something like that. Those two buses are constantly being used. It's a lot easier when you're on a smaller scale. We have adequate parking for two buses in the back. We don't have adequate parking for 377 buses. I'm not going to debate it because I know that you want to go to operations committee. I gave you enough information to tell me what you want to do. Even at the end of the day, if you were able to bring it down to a third, if you wanted to start a pilot program with a third of it, you're still going to be at double the amount of money that you're spending now to do it. If we have the money to do that, that's fine. I'll do whatever you want.

Comm. Castillo: I appreciate the report because it's exactly what we asked, which is how much it would cost and the amount of fines that we have. Now that we have a number, we would have to go back and figure out if it makes sense for us or if we want to start and how we want to start it, and if so. That's the point we wanted to go back to committee. If this makes sense, then we need to start a plan to see or to check out various ways we can implement, if so. I want to thank you for the report.

Comm. Capers: Are we looking to pilot any one of these fleet requirements this coming year?

Ms. Shafer: It's not in the budget at this point. It's always best to have some time to plan. I think we've learned that through many of our other endeavors. I think it's best to plan and once the report goes into operations the full Board will get a report from the operations chair.

Comm. Capers: Thank you.

Capt. Smith: One last thing I'd like to just add while you're considering everything. It's not necessarily in reference to this, but with the fines and the policies that you were talking about, you might want to put whatever those penalties are or whatever these steps are in your specifications. This way when a vendor is bidding on it, they know what the policy is. You could put it right in the specifications. That's up to you guys. It's just my suggestion. That's all. Thank you.

Comm. Capers: I agree to that.

Young Men's Leadership Academy Status Report

Ms. Shafer: The full Board had asked for a report on the Young Men's Leadership Academy. Ms. Warren is the assistant superintendent. She did a presentation at the instruction and program committee and she will give a presentation tonight.

Ms. Cecily Warren: Good evening, Commissioners. You should have a navy-blue folder in front of you with some items that you can refer to during the presentation. If you look in the pocket that's on the left side, it will give you a little bit of context for what I'm going to present in the slides. What you should have is the New Jersey School Performance Report. It contains excerpts from the school report card. That will explain why we're here and why I'm doing this presentation. You should be referring to the page that has the accountability summary by student group. It says page 26 at the bottom. It has a grid with some green marks that say 'met target' and some orange marks that say 'not met.' Does everyone have that? As you know, we were recently informed of our school's various performance statuses – comprehensive, targeted, etc. There are indicators which determine the status of each school. As you will see in the accountability summary by student group for Young Men's Leadership Academy, there are some areas in which it met its target and some areas in which it did not. You also see that there are some boxes where there's an 'N', meaning that the school did not receive a score for that indicator because they did not have enough students to get a rating in that indicator. That's why those Ns are there. You will also see that there are some boxes where there's an asterisk, also indicating that there was no score for those particular indicators. For English language proficiency you will see that the school met its target in terms of proficiency.

Comm. Hodges: This is based on what year?

Ms. Warren: 2016-17. 2015-16 was the first year of the school. 2016-17 was the second year. This school performance report is based on 2016-17. So you see English language proficiency met the target. The very next column is mathematics proficiency and you'll see that there's an 'N' there. There was no target indicator for the state. Under chronic absenteeism the school met its targets. The area of concern, which is the area that placed the school in the comprehensive category, is SGP, student growth. That's an area where we need to continue to do some hard work. As far as explanation regarding SGP, the way a school receives its rating for overall SGP is by the median SGP. This means they rank the growth for each student from lowest to highest and the middle score is the SGP. That's what's included for the indicator. When we talk about SGP we're referring to median SGP. If you have a group of 13 children, the one in the center is the one that counts as the score. It's just to give context and then I'll get into the slides. Immediately after that, you'll see the breakdown for ELA. Like I said, they met their targets for ELA. The very next page is math. You'll see that there is no growth target indicated for math. Interestingly enough, the next page is the NJASK performance, which has grown from 2015 to 2016-17. Actually, the proficiency rate is 77% for the school, which is higher than the district proficiency rate on NJASK. That's

for our fourth graders. That is on an upward trend. If you go to the next page, now we will see SGP. That's what we're talking about here. There are three categories of SGP. Typical growth is between a 35 and 65 rating. Low growth is less than 35. High growth is greater than 65. As I stated earlier, the growth target for our students, which was 40, we did not reach that at Young Men's Leadership Academy. There are some areas where the school is improving and some areas that are still of concern. I will get more into that in the PowerPoint presentation. That was just a little bit of background to explain why we're here. Now I'll move on to the slides. The reason Young Men's Leadership Academy was started was to address some historical disparities in achievement and discipline, which are well known, for our young men across the district and statewide. Some of those disparities included a disproportionate discipline rate, in some instances 3:1, if we're looking at suspensions of boys compared to girls. In terms of the student achievement in Paterson, the achievement rate for girls was at times 10% higher than it was for boys. There is a root cause for that and part of the reason YMLA was developed was to address some of those root causes. One of the other goals behind starting the academy was to capitalize on opportunities that arise in a single gender setting. There are some aspects of boys' learning styles and girls' learning styles. If you're teaching to those learning styles and the way those children develop in a single gender setting, then you can capitalize on that and tailor your instruction to the audience. I do want to indicate that research has been inconclusive regarding single gender education. For as many studies as you can find in support of single gender education, you will find just as many that are not in support of it. There are some best practices that should be included when you're developing any single gender program. Our hypothesis is in spite of those arguments pro and con regarding single gender education, if you deliver a program that is grounded in common core, which is now our New Jersey Student Learning Standards, and if that curriculum is enriched with high interest content, meaning relevant for young boys, and you support it with the social and emotional programming that is necessary to make a conducive learning environment, and you adopt guiding principles or pillars, you should be able to develop a program that is beneficial to address those historical disparities that I referred to earlier. These are the six pillars of Young Men's Leadership Academy. These are the guiding principles – scholarship, leadership, ownership, stewardship, mentorship, and partnership. Also included in your packet is a list of activities that have occurred at the school this year underneath each of those guiding principles. The proposal for YMLA was approved by the Board in July 2015 for the 2015-16 school year. The school was established for grades 3-5. All of the instructional staff and administration at the time were current Paterson Public Schools employees. Students enrolled through central registration and based on principal recommendation. Essentially, in year one it was open enrollment. There was an extended school year, an extended school week, and an after-school program. There was also staff specifically for math and ELA intervention. There was a full-time teacher mentor of data, climate, and culture. That was year one. We met with some challenges during year one, which I will explain. What you will also see are some of the improvement strategies that were implemented to address those challenges. One was there were multiple supervisors for this school. As you may know, the program was developed by our previous assistant superintendent, Mr. Aubrey Johnson. After he left, the supervision of the program went through multiple hands. I was appointed in November of that year and I assumed supervision of the school. One of the first tasks at that school was to identify a new principal because soon after my appointment the previous principal resigned. Immediately following that, the teacher mentor of climate and culture, who was the other part of the leadership team at the school, resigned to go to another district. After a search and an extensive interview process, which included input from the parents who assisted me in developing interview questions and scenarios, the new principal was appointed in February. Then a culture and climate and data mentor was appointed in April. One of the other challenges we

encountered was varying degrees of buy-in from student, staff, and parents. Part of the principal search included discussions with parents about why their children were there, how they arrived at Young Men's Leadership Academy. There were a lot of different reasons, which indicated to me that there was not a clear understanding of the purpose and vision of the school. In that vacuum people developed their own reason and rationale for why the school was there, why the staff was there, and why people chose to enroll their children. When you don't have alignment in those regards, then you encounter some challenges. A lot of work had to be done to make sure everybody was on the same page. One of the other challenges that we encountered was students' academic and nonacademic needs exceeded the resources initially allocated. More specifically, there were only three days of guidance support assigned to the school out of the six-day cycle. Those three days were covered by two different people. If you were going to provide guidance, you need continuity. At that point, it was clear that we needed more than just part-time. One of the ways of addressing that was hiring a full-time counselor for the next year. I want to go back to what I was saying about the alignment and the varying degrees of buy-in. One of the exercises we engaged in was listening circles for the parents and the staff. We had assistance from Ms. Rosie Grant in that regard. For the students we didn't do listening circles. We did advisory. That was conducted by the principal and the culture and climate mentor as well. Some additional improvement strategies that occurred during year one was the COSEBOC conference for the leadership team. COSEBOC is the Coalition of Schools Educating Boys of Color. There are some single gender schools that are in that coalition. There are also coed schools in that coalition. The coalition exists for schools that have a vested interest in closing the achievement gaps for boys of color. That was a two-day conference that occurred in New York and the leadership team attended that. Unfortunately, some members who attended that training wound up not being at the school next year due to fiscal concerns and budget cuts. A peer coach was assigned for administration, which is something that we do with all new principals. Everyone has a peer coach. The parent teacher organization was full-fledged. It got off the ground running and has been a great support to the school. There were mandatory meetings for parents by grade. Again, that was in an effort to get alignment and make sure that there was a clear understanding of the purpose for students being there. There was a little resistance to that initially, but I think that was an important step that occurred at the school. Additionally, we needed to assess the commitment of existing staff. Just there may have been parents who had varying reasons for their children being at the school, when you hire current staff and place them in a school, as opposed to them selecting to be in that school, then you may have some concerns about their commitment to that particular mission and vision of the school. If people were not in accord with the mission and vision of the school, they had the opportunity to go to a different school within the district. As I said, they were current Paterson Public School employees. Additionally, there was an integration of character education during the extended school year to support some of the social/emotional needs that I indicated earlier. In year two some of the challenges we faced was a reduction in key support positions. Again, that was a result of the budget crisis that we were navigating. The intervention teachers were cut across the district, not just at Young Men's Leadership Academy. It was of particular impact on YMLA because there were specific needs at the students had that really needed to be met outside of the regular instructional block. Those positions were eliminated. One way of addressing that was to do an internal reorganization of the remaining staff for best fit. There were multiple new hires as a result of teachers or staff members electing to go elsewhere and us trying to get staff members on board who wanted to be there. We had new staff members, but that means we needed to train them in the Paterson curriculum, in the instructional model, and make sure that they had sure footing in that. That was addressed by using support from our content area supervisors and visits to model classrooms across the district so teachers could actually

see our curriculum and instructional model in action. We also faced the elimination of the principal coach position who worked with all of our principals. A professors-in-residence was implemented at that location who provided support, coaching, feedback, and professional development for administration and the teachers. Regarding the multiple levels of intervention that were needed for students, academic and non-academic, we had to collaborate with local agencies. A mentoring program, Omega Teens, was implemented, as well as leveraging the INRS process. Now that we have a full-time guidance counselor, we can actually have an effective intervention and referral services process and track down data and intervention plans from the home schools, which we did not necessarily have at Young Men's Leadership Academy, which was the receiving school. Some additional year two improvement strategies included Ramapo for Children, who also conducted professional development regarding meeting social/emotional needs of students, classroom management, modeling the behaviors that we would like to see from the children, how to provide safe space for students to learn, restorative discipline, etc. Charles Cornish Career Partners provided mentorship in one regard, but also modeling career opportunities and providing information for parents and students about what the possibilities are if one applies oneself in school. There was also the implementation of a probation process. As I stated earlier, year one was essentially open enrollment. You come in, write your name down, and go to the school, whether you were going for the program and the vision and mission or not. What needed to be done at that point was to make sure parents and students understood that as a choice school there are goals, there's a vision, and there's a plan for the school and if you're not in alignment with those then you need to be put on probation and we need to have discussion about whether it is the appropriate placement. The goal was to keep as many children there as possible. Part of that probation period was to continue to work more closely with the parents regarding the child's particular issues. That may mean meeting with the administration more frequently than just on report card night and progress reports, but really close contacts and discussions about whether that was the appropriate place. Another strategy was opening the school up to inquiries from media, sharing the good things that were happening at the school. There was a preponderance of comments and stories which were really based on stereotypes about our young men and the City of Paterson. The only way to combat that is to talk about what is actually occurring, which takes time. It's an investment in time to open oneself up to that, but the team at Young Men's Leadership Academy was open to it and felt that it was purposeful. Another strategy was the revision of the application and enrollment process. In year two, in addition to the application, students were required to submit letters of recommendation from someone in school and from someone outside of school. We also relocated to a new facility and there was increased collaboration and involvement from the parent teacher organization, which was very active. Now we are in year three. What has occurred is we do have new staff yet again, which means that some of the professional development that was invested in previous staff we now have to start over again with the current staff. What occurred on multiple occasions is in spite of heavy recruitment and networking to draw people to the school who actually wanted to work with young men, several times candidates who committed to the City of Paterson took jobs elsewhere for financial reasons. That left us in the position of having to fill vacancies that did not arise until the week before school started in some cases or after the school year started, which is a challenge. We're training the new staff. We're in a new location, which is more conducive to learning. Recommitment to the six pillars - every day the students come in they begin with the six pillars. Based on the pillar one is assigned to a student is an expert in that particular pillar. They lead discussions on it and such. There is improved communication with parents regarding what is going on in the school. If you look in your folders on the right side you will see a copy of every single newsletter that has gone out to families and to the community regarding events

happening in the school. You will see that there's quite a lot going on because the newsletter is packed every month. We'd like to see more of that news get out. COSEBOC is still a factor. Student/parent contracts were distributed at the very beginning of the year to make sure everyone is aware of what the expectations are for the academy and what they're expected to do to maintain their commitment to the academy and what the consequences are if one does not. There's an after-school program and two content-based supervisors have been assigned to the school. There's intervention during and after school. That's what is occurring in year three. I'm going to refer back to what I shared with you from the student report card earlier. Student growth levels are based on the students' 2015-2016 performance on PARCC relative to their 2016-17 scores. As I stated earlier, students met the proficiency target in ELA, and in chronic absenteeism, but the student growth targets are what has been a problem. If you look on the left, the dark blue is high growth, the royal blue is typical growth, and the light blue is low growth. Typically, you will see higher growth levels for levels 1 and 2 proficiency on PARCC. Once you get higher, the growth slows down because those students typically maintain. That's what you see with ELA. For math, that's more of a concern because you have students at level 2 where we typically would see high growth, but in this case you see low growth. Those are the students that we really have to focus on with the PARCC strategies that were developed by our academic services. And as I showed you earlier, the NJASK science trends are moving in a very positive direction. We're pleased to see that. I want to point out the PARCC comparison from when the students attending Young Men's Leadership Academy were in their home school compared to their first year at Young Men's Leadership Academy. You will see in ELA when students were at their home school we had more students at level 1 proficiency. After a year at Young Men's Leadership Academy you had fewer students at level 1. That's what we want to see. We want to see fewer students at levels 1 and 2 and you want to see an increase in students at levels 3, 4, and 5. That's what occurred in year 1. It's the same thing for math. After one year you would see that the proficiency levels or the performance categories were moving in a positive direction as compared to the students' home schools. This is the area of concern, as I stated earlier, that we need to work on. That trend that we saw from the home school to year 1 in Young Men's Leadership Academy we're not seeing the same trend between year 1 and year 2. Of particular concern is math and we're working very diligently in that area. I do also want to state that included into those scores which were not included in the previous scores are grade 3 results and they are our first time PARCC test-takers. It's not apples to apples, but it is giving you a better context. Looking forward at areas where we need to focus our efforts, continued PD for staff and investment in an instructional model specifically tailored for young men. It would not have been appropriate to do that initially without having staff fully grounded in the core content standards and in the Paterson instructional model. We've been hindered in those efforts with the turnover of staff and by force placing staff members initially. I think we're at the stage where we can focus on that now. Maintaining the integrity of the enrollment process so that the staff members that are there are people who want to be there. The students and parents who are there are those who actually want to be there for the program. Customizing curriculum and resources has already begun in ELA in particular. There were some modifications in the novels that were being used based on what is of high interest to boys. That needs to be expanded. Expanding mentoring opportunities so they're one-to-one - right now we have group mentoring activities, but we'd like to grow that so every boy has a mentor. Sustain and grow community outreach and parental engagement, working with more community partners, and utilizing the PARCC recommendations to refine instruction and intervention. Are there any questions?

Comm. Simmons: With regards to the enrollment process, when the program was put together, Comm. Martinez and I sat on the committee to help put this together. There was supposed to be an interview process where the student and the parent sat with leadership to determine whether or not the student would be a good fit for the school. That way, you could have parents more engaged. There were some mandatory sessions that parents had to attend, which sounds like what you're doing now. Making sure that you're maintaining integrity with the enrollment process is that an option? Is that something we're looking at starting, because it never happened?

Ms. Warren: Yes. In the proposal there was supposed to be an interview and parent required activities. Also, in the proposal it was indicated that it was supposed to start with fourth grade and not fifth grade. Most of the research regarding single gender is from fifth grade and up. We went lower than that. The initial enrollment process didn't occur that way. The program was advertised to principals and at central registration. Students were able to sign up. Parents were able to recommend their children and principals were able to recommend them. As I said, in year 2 there was an application process with recommendations. Last year there was another level added to that and there were interviews for the parents and the students and I sat in on many of those.

Comm. Simmons: I saw that you've done the COSEBOC memberships. There is specific training for single gender classrooms or education. Did the staff at that time receive that training? If we're going to go forward, how do we make sure that everyone gets that training? How do we make sure that specific people are going and coming back to turnkey?

Ms. Warren: What happened is that key members of the team who went to the training wound up not returning. The position was eliminated for one of them. Some of the trainings now are being done virtually through teleconferencing. Additionally, we're looking at working with some well-established single gender academies and using their model and sending a team to train there. Like I said, one of the challenges has been investing in people to train them and then they find a better offer elsewhere and they take the training elsewhere. The answer is yes, we are planning to continue.

Comm. Simmons: I'm not sure if you can answer this or if Madam Superintendent can answer this. If we're going to invest in that type of training, is there a way to contract to make sure that staff stays here at least a year or two? Is there a way to do that?

Ms. Warren: That's a question for the Superintendent.

Ms. Shafer: Certainly, if there is new staff that is hired, we can put that stipulation. We can certainly look to recruit even folks who are in the district who want to be there and then go from there. Too much turnover, as you know, is just not good and that's what really happened here.

Comm. Castillo: How many students do we have housed at Young Men's Leadership Academy?

Ms. Warren: Currently, 53.

Comm. Hodges: I spent the last five days training in San Antonio at a workshop. What was impressed on us over and over again is you just don't start a program. You put time and effort into the planning. I'm a little nervous about some of the things we're doing with our one-to-one. There should be planning in place before you buy a computer so you know what you're doing. This is a classic example because I've had

the conversation with the principal who left and with the Superintendent over the lack of resources, the disruptions in the program, the failure to have staff, on and on. The school was just placed there. Only when we started yelling did things change, according to him. I don't think you were here for that.

Ms. Warren: I was.

Comm. Hodges: Okay. I heard all of that, but that's not an original story and it's not an original practice. I'm hoping that it's finally a lesson learned. We have to make that commitment, make sure that the plan is being followed with fidelity, and we can save the wasted money. I think we can tie teachers so that we can keep that core group together so they can help deliver those services to the students. I hope that's what we do moving forward to address this. This was supposed to be a model to roll out to the other schools as to what is the most effective in terms of educating kids who are struggling with these issues, but it hasn't been.

Comm. Martinez: Currently what grades of students are being served?

Ms. Warren: 3-7.

Comm. Martinez: How many students on average do we have in a classroom?

Ms. Warren: The highest is 13.

Comm. Martinez: How many staff members do we have in each classroom? What's the ratio?

Ms. Warren: One teacher per classroom. There is also resource staff. There is support staff as well.

Comm. Martinez: Between resource staff, administrative staff, transportation, maintenance, and lease – Mr. Rivera just ran some numbers – the average cost per pupil right now is over \$33,000. I don't mean this in any derogatory sense. I think the intent and the concept of this school was fantastic. Again, not pointing fingers or being derogatory, but I think the execution and the planning were lacking severely. Without running the risk of sounding crass, we're spending an extreme amount of money between transportation, lease, maintenance, resource staff, and teachers. We can go right down the line. \$33,000 per student is an excessive amount of money for a program that's just not paying dividends. I don't want to dive too deep into this conversation right now. I think this is something we need to discuss. But I think we need to acknowledge right now that this is something that we need to look at seriously moving forward.

Ms. Warren: If I may, just some food for thought. Ideally when you start a program, like Dr. Hodges said, there should be exhaustive research prior to. There should be training prior to hiring, kind of like we've done with other programs like G&T. It did not occur that way. I can't speak to exactly why that did not occur. I just want to point out that single gender education is not just about removing the opposite sex from the classroom. Those disparities that existed were there for many years. If we don't build an effective program and we don't attempt to address the root causes in our coed settings, we're still going to have the same disparities. I just want to point that out for consideration.

Comm. Rivera: I remember sitting here and seeing many actions taken. I haven't mentioned the prior Superintendent ever since he left. I questioned it all the time

because every time someone was to approach him with a new idea, in the middle of the year he wanted to start a program. We cannot operate like this. Like Dr. Hodges said, we need proper planning. We also need to put a timeline. We need to analyze things on a yearly basis to see if things are actually working. We need to also determine when to let things go. We continue to feed programs that are not being effective. We need to sometimes make the tough decisions even if people get upset.

Comm. Hodges: Here's the problem I have. You have to do it right in the first place. This works in other places. Am I wrong? It worked in other places. The reason it doesn't work here is because it wasn't done right. I'm not prepared to sacrifice the opportunity to educate kids because the adults didn't do it right when the opportunity to do it right is there. We should fix it. If we can't fix it, then get somebody in here who can because the kids need it. African American males are the lowest performing students in the district, followed by Latino males. That's who you're trying to address. This is an opportunity to find a model to do that and roll it out across the district to address those two seriously challenged groups. I understand what you're saying fiscally, but the problem isn't the money we're spending. It's how we're spending it and how we're executing the program. It was horrendously executed. It's not hard to do, but not done well. That's what we need to fix.

Comm. Martinez: Agreed. Let's also keep in mind that when this program was rolled out the intent was also to replicate the same thing for our young women as well. Perhaps in fixing this model, if that's something we can entertain moving forward, that corrective model can be applied moving forward.

Comm. Hodges: As long as we get the fix.

Comm. Simmons: For the record, it was the committee's recommendation that this program be rolled out the year after it was actually rolled out. We met and we found out it was going to be rolled out. We came back from Chicago, we met, and it was actually rolling out the next year when we recommended that it be rolled out the following year.

Comm. Redmon: I have to totally agree with Dr. Hodges on this point. We're not giving our male students a fair shot. It's only been three years and they had a lot of struggles. We have to be realistic, it was a dumping ground. Because it was a dumping ground, we're now trying to take that culture out of it and now put our students at excelling. We're not giving ourselves a chance. Unfortunately, I understand we have financial issues. But I think we're not giving these students a fair shot. I think it's unfair and unfortunate that we sit here to say that this will be a cost-saving measure to put them back in their home district. Too much transportation and moving them from place to place year after year is not fair because they were in one facility the first year. Last year we moved them and this year we're thinking about moving them again. This academy never had a fair shot. You can't learn when you're constantly thinking that you're either going to move or we're not getting the support that we technically need.

Comm. Hodges: Commissioner, I think you meant it was a repository for challenging students. I don't want you to me misquoted. You meant it was a repository for challenging students. You slipped and so you want to correct that.

Comm. Redmon: I'm correcting that. I'm sorry.

Comm. Castillo: Clearly, I think we can all agree that the way this program was implemented was not the best way. The Newcomers and 100 other programs that have come before the Board were rolled out without a plan in advance. We need to figure out

what we're going to do because we can't continue to make decisions because the only people affected are our children. Whatever it is we're going to do, we need to fix it, move it, whatever we decide we need to come out with a plan and make sure what the best thing is for our students and having that in mind as well. We can talk all day about how wrong this plan went. I think we all agree on that and this is just one of the many plans that we've had to come back and try to put out a fire somewhere in the middle. What do we do now? I think that's the question and we have to come up with suggestions and then weigh it from there and continue moving forward.

Comm. Rivera: I agree 100% you cannot put a value on a kid's education, but you also have to act responsibly. A lot of these academies and programs were put together when the district had a lot of surplus in its hand. We no longer have that. I agree with you, Ms. Redmon. We do want stability for the kids. We should use the same tool when we're making decision with other programs. I know recently we split a school into two different schools. That means those kids will go to a school for a few years and if they still don't meet the criteria that they need to meet to get off the language barrier that they have, they will have to be transferred to another school. Yes, a lot of times we don't want to make the tough decisions and we have to think about the kids' well-being first. But we also have a responsibility to use the resources that we have effectively. We can't just continue to run programs without doing the research, like you stated Dr. Hodges. We see it in technology. We continue to purchase software without doing the proper analysis. We wasted \$2 million at one time plus a lot of consultant fees in the range of almost \$200,000 a year. We recently lost another \$500,000 because of poor planning. Now the worst part is that's just the software. We're dealing with kids here. This is a few years that these kids have lost in education because we didn't do the proper planning. We just have to be more vigilant in the way we handle business here in the district. I just want to put that out there.

Comm. Arrington: What is the projected enrollment for next year?

Ms. Warren: We haven't started the application process yet. The school choice applications are out. They're collected at central office and then we start the interview process.

Comm. Arrington: You will start eighth grade next year?

Ms. Warren: Eighth grade will start next year and the new class of third graders. Another strategy that was employed last year which we will continue this year is having the students who are already enrolled recommit to the program. If you look in your folders, there's the application so you see what the new students have to do. But there is a rubric that gives a score based on whether the child participated in the mentorship activities, even though they were optional, on the level of parental engagement, their academic progress, and whether they demonstrated the pillars. For the students who were there, they need to recommit. The parents need to recommit and demonstrate that they're living the guiding principles. For new students it's the application recommendations and the interview for the parent and the student. I just also want to note, remember that the academic indicator that we're looking at is the middle, the median SGP. We also need to consider the development and progress of the whole child in addition to that one indicator.

Comm. Simmons: Whatever we decide to do, we still have to remember that boys, as Ms. Warren said, are lacking. They're far behind, especially Black and Latino boys. They are the lowest performing. We still have to figure out how to address that issue. Whether it's figuring out how we're going to fix this and move forward or if it's not a

school or a classroom in several different schools, I'm not sure what that looks like. We still have to address the issue and resolve the issue. We have to look at the root causes and actually come up with a resolution.

Comm. Castillo: I agree.

Comm. Capers: I'm just piggybacking off Comm. Arrington. What has been the enrollment in the last two years?

Ms. Warren: This is only the third year of the program.

Comm. Capers: I guess the second year.

Ms. Warren: The second year there was 70 students.

Comm. Capers: How many of that enrolled in the second year?

Ms. Warren: How many new students were there the second year? I think it was a class of 13 third graders. I can get the exact number for you.

Comm. Capers: Are we looking at the same projection this year?

Ms. Warren: We have room for a new class every year and if it's not a good fit or if they move elsewhere I think we had at last six students who left the state last year so they transferred out. Then we attempt to fill those spaces with students who are good candidates for the program. Minimum a class of third grade and then filling to capacity if there are applicants in other grade levels.

Comm. Capers: So we're looking at about 15-20 new students coming in?

Ms. Warren: At minimum.

Comm. Capers: Thank you.

Comm. Simmons: Is there a possibility to freeze enrollment to work on the program for a year?

Ms. Warren: If that's the recommendation.

Comm. Castillo: You mean not start the eighth grade?

Comm. Simmons: Not add any more students.

Comm. Castillo: I'm trying to figure out what the suggestion is. I want to make sure.

Comm. Hodges: Do you mean not open up eighth grade and just focus on what you have in place? No eighth grade?

Comm. Simmons: Right.

Ms. Warren: The seventh graders are moving on to eighth grade.

Comm. Simmons: No new students.

Comm. Castillo: No new third graders. I'm trying to figure out if I'm at least getting the suggestion correct.

Ms. Warren: Was that your suggestion? Not accepting new...?

Comm. Simmons: Not accepting new students.

Ms. Warren: A new grade, or any new students?

Comm. Hodges: We need to have a discussion about that.

Comm. Simmons: If you're taking students in, you said you have room for 13.

Ms. Warren: Between 15-20 in each class.

Comm. Simmons: Through each grade?

Ms. Warren: You mentioned before getting at the root causes. I think part of getting at the root causes is the language we use in terms of discussing the issue. I, for one, and the principals have heard me say this a million times, don't believe in an achievement gap. I believe it's an expectations gap and an opportunity gap. Describing it in other ways indicates that the problem is with the child. That is not necessarily the case. I think looking at it in terms of that guides us in the right direction in terms of addressing those root causes which exist all over the state and the country, particularly concentrated in urban areas with students of color.

Comm. Arrington: Are there any local schools we can look at to get some best practices maybe in Newark?

Ms. Warren: Absolutely. For a cost, which is factored into my budget for next year.

Comm. Arrington: That would be great.

Ms. Shafer: Let me just make a suggestion that you let us go back and come up with some options, including what Comm. Simmons said and some other ideas, and then bring it back to the Board. Maybe you can do it with the full Board or in I&P, and then we can have further conversation about it.

Comm. Hodges: There was a school in I think Mississippi where they actually noticed that their AP classes were not well attended, particularly by minority students. They made a decision to have the teachers approach students in their classrooms and tell the students, "I think you can do it." When they did that, the enrollment of AP classes jumped up by 50%. It was incredible numbers. The children didn't change, just the expectations that were put upon them by the adults. That made a huge difference. Massachusetts does similar things where they had a dramatic increase in performance by raising the expectations they had for the students in the whole state. I concur the children aren't the problem. The adults are the issue and we need to figure out ways to help the adults do what they need to do on behalf of the students, not close the program. Fix the adults.

Ms. Warren: You also have in your folder two articles, just two perspectives on single gender education. What you'll find is that where it works, it works well because it's not just viewed as removing the opposite sex from the classroom. The instruction is tailored to how boys learn, how they receive instruction, how you plan a project for boys. It's not

just boys of a certain age. It's just in general. Our thought process and the way we process information can be different. It's just food for thought for reference. In your spare time, take a look at it.

Comm. Castillo: Are there any other questions? I do want to say that whatever it is that we plan on doing I think we definitely have to include the parents and make sure that we have a meeting with them to see what their feelings are and where they stand in this situation. We can't make decisions or pretend to make decisions without taking into account what the parents and the students think of this whole program.

PUBLIC COMMENTS AND HEARING ON THE 2018-2019 SCHOOL DISTRICT BUDGET

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

Comm. Castillo: For all of those who are visiting us for the first time tonight, we do have a three-minute time limit. Be mindful of everyone else and respectful of their time.

Ms. Talena Queen: Good evening. I'm Talena Michelle Queen. My son is a student at the Young Men's Leadership Academy. I'm glad the schedule switched around. The things that she said to you in the presentation are accurate, as far as I can recall from being there from the first day. I'm a Patersonian. I was born here. I went to school here. My son was born in Seattle and he started his education there. When he came to Paterson with me, I was coming home and he was leaving home. It was a very on purpose decision to put him at the Young Men's Leadership Academy. I know from being a part of many things that are first that we were going to have some bumps because that's what happens. I have to tell you tonight hearing the discussion that you all are having that my chest hurts a bit. It's not the right thing to do to say that we're going to look at these children as numbers. They are not numbers. You continue to ask the students to be incredible performers. You want the principal to be amazing and go above and beyond the call of duty. You want to see parents attending and supporting the school, but your commitment waivers. Your commitment waivers every year and that makes my chest hurt. The other difficult thing about this is when we get to have discussion with Ms. Warren. I know the district has changed the busing for the whole district. I understand that's a numbers issue. However, that issue doesn't consider this very special place. Our school is downtown. 2.5 miles from any place nobody gets busing from any place in the city if you're being bused downtown. If we are an all-boys school, then probably if they have a sibling we have families who have to go to more than one school. Downtown we have people coming from all over the county for jury duty, etc. You can't drive downtown in the morning. It's not a possibility to get your kid there and your other kids there and to go to work. I submit to you that your commitment to that school waivers far too much. It is disappointing that our schools are being looked at as numbers. We have children. I have a son. I'd like to see your commitment change. Thank you.

Ms. Marcella Simadiris: Praise the lord everybody. I was looking over the document the Paterson Education Fund created and noticing the decline in funding that Dr. Frank Napier Academy will be receiving. It's one of your comprehensive schools. I just was informed of the list of comprehensive and targeted schools. There are six schools that are designated comprehensive. Every other comprehensive school is getting an increase in their funding. Dr. Frank Napier School No. 4 is getting a decrease of \$70,516. There are similar schools, both in demographics and population. School No.

10 is getting \$463,255 and School No. 6 is getting \$673,525. I'm wondering if at some point the Board or I don't know who can provide some type of understanding on why that is. The federal law requires that the district allocate a higher per-child amount to areas or schools with higher poverty rates. Again, I'm aware of the demographics and the poverty rates at my school are very high. According to the federal law, we're supposed to get allocated more money. Also, with regards to the new requirements for ESSA, Every Student Succeeds Act, you're supposed to identify resources and equity and that includes reviewing your school-level budgeting. I'm looking forward to the detailed budgets that I OPRA'd from this school year and for next school year so we can properly list those inequities. According to the stakeholder engagement guidance that is provided by the federal government for ESSA, schools should have already completed their comprehensive needs assessments and that's not occurring to my knowledge. I'm wondering what guidance or initiatives the district is providing to make sure that it's done and ensuring that authentic stakeholder engagement occurs during these assessments. Thank you.

Ms. Desiree Sanchez: Hello. My name is Desiree Sanchez. My son goes to Dr. Napier Academy School No. 4. We haven't gotten any notices about where he's going to high school. Also, I don't feel like he was offered enough options. He's in special needs self-contained. There are other smaller academies out there. It seems to me like they're more geared to be pushed to Kennedy or Eastside. To me that's not fair. I really feel like they're not offering enough for that. In my opinion, and I don't know if other people feel that way, I feel our special education kids get the short end of the stick. They really do. Sometimes they're kind of discriminated against. Just go over there. It's not fair because a lot of them are very bright and they can exceed so well in a smaller setting. My son, for example, will not survive at Kennedy. He won't. I will give him a month there. The fact that he survived at School No. 4 as long as he has is because he has me as a mother. I'm there. We already had incidents that people have done things to him beyond bullying and physical as well. Can you imagine that at a broader level for our kids who are in self-contained classes to then be pushed into a bigger arena where they're not able to handle that, especially kids that are more meek and timid and don't know how to be sociable? A lot of them are socially awkward. They don't know how to interact with more aggressive kids that are not there to learn. Let's be honest. A lot of them don't go there to learn. There are even issues I'm facing now at this school. Some kids go to learn and some kids don't. It's a struggle that we deal with now. Imagine at a high school level. I know he's probably going to be sent to John F. Kennedy. That can't happen. I refuse to let that happen. The fact that when you're going over school choices and you're looking at all the options, there's nothing geared for them there. I understand they're probably welcomed to be there, but what do you have there to offer them? Do you really have the things that they need, all the guidance and all the programs that they would need to help them? I don't think they will get that at a high school level. I get that you have self-contained at the high school level, but when they go to lunch, they're with everybody else. When they go to gym, they're with everybody else. Who's going to protect them? Sometimes when you're classified and you're in a self-contained setting, you're there for a reason. It's not just because you're having issues with learning. You need that little extra help. You need that little bit of a cushion because you can't express yourself. Another kid, not understanding how you are, will say, "You're a weirdo. I don't like you." That's not right. The fact that it's now April and I don't know where my son is going to high school in September, I have a problem with that. I have nothing in the mail. I don't know anything. I want to know by the end of this month where my son is going. I have a right to know that before he graduates. Thank you.

Ms. Shafer: I'm going to just ask if Cheryl Coy and David Cozart would speak to you before you leave.

Ms. Rosie Grant: Good night, ladies and gentlemen. I'd like to focus my comments on the Young Men's Leadership Academy this evening, although that was not my initial plan. Change takes time. The school is three years old. They're going through growing pains. It's normal and it's natural. It's not fair to hold up a new population and school against how other schools are performing without considering that they are new and they don't have enough time yet to prove whether or not they're being successful. I believe our kids have the potential to soar. Our boys have been performing at the bottom for a very long time. We sent people to Chicago to the National Conference Around Educating Boys and they came back and told we can't do it because we can't just focus on Black boys or boys of color. We can because they need it. We need to put that focus and we need to support them. They need the right resources and the right supports. Annenberg Institute for Education published a report just last week and the title is "Boys are Not Broken. The System is." Your boys are not broken. Our system is broken. We need to fix the system, not think about whether or not the school is valid. What we leave our kids with are broken promises if we don't follow through. The school needs a real assets and needs assessment conducted with all of the community inside and outside of the school that are related to it. It's provided for under ESSA and Title I. It's actually required of all Title I schools. We need to do that for the Young Men's Leadership Academy just as soon as possible. I want to say being named comprehensive is not a death sentence. It's a lifeline. It's an offer from the State of New Jersey to come in and give comprehensive support so that the kids can succeed and the students, teachers, and parents there can be successful. Let's take full advantage of that. Let's demand everything that we are entitled to as a comprehensive school and make sure that it benefits our kids. At the same time, locally we have a job to do. They need a forever home. They can't be nomads roaming here, there, and everywhere. We need a commitment to keep the staff in place regardless of cuts and shuffling. We're spending dollars on professional development that's targeted to this school and then we're sending the staff to other places or we're losing them to other districts. We need the right things in place to keep them there. We need to implement a strategic plan so that we are meeting the needs of the kids. This is real student-driven budgeting which the BA mentioned earlier. What are the needs? How do we meet them? How do we assign the dollars and the resources so that we do right by our kids? Thank you.

Mr. Charles Ferrer: Good evening. Charles Ferrer. In your agenda I was looking through section F7. I got a little concerned with the Mayor's race coming up that candidate F7 is providing shirts for the students for a Math Olympiad. My concern is that there should be nothing on that shirt. I don't know when this is coming up. I don't know if this is before or after the election. There shouldn't be anything on these shirts, no kind of advertisement whatsoever that shows any favor. I'm not voting, but that wouldn't look good. I've heard a lot today. We talk about education. I think one of our biggest problems and one thing that we have not studied is we need to go back to what we call basics. We need to start looking at successful districts and see how it's working there. It's strange. When I'm out amongst educators and I start talking about the types of data binders and things that they have, they look at me like, "What are you talking about?" When I talk to them about what type of testing they do and how many days of testing they do, our testing overlaps to the point that it's getting beyond ridiculous with the deadlines that people are trying to meet. One of the reasons our students are struggling is because we've gotten away from what we all had. We've gotten away from the basics of education. When I started in this district 24 year ago we came to school and we taught grammar, phonics, and all those good things that seem to be pushed to

the side. We're bringing back penmanship, but we're starting at the low grades. I'm worried about the kids that are above those grades that didn't get it. How are we going to help them catch up? We always talk about data. Data says children that write in cursive handwriting do better on tests. I've been saying this for years and I'm still saying it. We test our children too much, to the point that they've lost interest in tests. They don't care. I'm going to put down whatever I need to put down just to make you happy because they don't see the importance of it. If you teach a child the basics, whenever you put a test in front of them, because they know the basic strategies, they will do well. If you just test, I'm tired. I'm not going to do what you need me to do anymore. It's not important to me. We need to go back and look at the basics. Always remember we talk about this Young Men's Academy. Fifth, seventh, and eighth grade, when I was in education I told parents those are what you call your praying years. You're praying for your children because they're going through all types of changes. Their bodies are changing and doing so many different things. On top of that, you want me to learn. Think about it. You went through it. It's different from when we went. It's a different situation out here that a lot of you don't understand. From when I started to now, I tell my students that I thought were problematic then, these kids here would be running them home, taking their lunch money, and they thought they were tough guys 24 years ago. Think about it.

Mr. Kemper McDowell: Good evening. One of my staff members was going to make a few announcements. She had to leave so I got the call of duty. First of all, I'd like to say we're having another parent mini conference that will be happening on Saturday, April 21. That will be hosted by none other than our Comm. Capers and Comm. Redmon. We ask that you all hit your constituents and ask them to come out. There will be some great information given. As with all of our workshops, we will have a workshop on early childhood education, parenting, active shooter instruction and special education. In addition, our Superintendent's parent forum will be happening on April 12. I ask that you reach out to your many Facebook friends and constituents. Hit them with a text and ask them to come out to this particular forum. It's a great forum. It's more than a lecture. There are great activities that Superintendent and Ms. Peron have put together. I encourage you to have them come out. As a closing note, I was also a member of the task force that was tasked with putting together some information around the boys' school. I must say that we used the term boys of color. Initially, we talked about the lowest performing subgroup. As was stated earlier, No Child Left Behind as well as ESSA requires that we identify and consider some of the barriers that exist around our lowest performing subgroup. It happens to be African American and Latino boys at this point. In ten years it could be another group. The importance is to create models that will look at and investigate as to what are the barriers and why these children aren't learning and put together strategies to move them forward. It was said here that \$30,000 was the per-pupil cost. It costs \$100,000 to incarcerate a child. Many of those dollars you would say are wasted. I think we must take advantage of our opportunities to spend money where we know it's going to stick. I agree we need to look at the model and make sure it's working. I know originally some of the things we wanted to put in place weren't put in place. I know we beat Comm. Redmon up for her dumping comment, but understandably many of the principals were asked to recommend students for the academy. They went through their chart and the children that they least wanted to work with they put those kids over in that school. The school didn't have the staff members that they needed at that time. I think it's a different day. I think it's a different time. I encourage you and please hit your constituencies and come on out to these great events. Thank you.

Comm. Castillo: Can you email us all of that, too? Thank you.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

WHEREAS, the State District Superintendent forwarded Paterson Public Schools' preliminary 2018-2019 budget to the Commissioner of Education and the Passaic County Executive County Superintendent of Schools for review and approval on March 23, 2018, and

WHEREAS, the 2018-2019 budget for the state-operated Paterson Public School District was prepared consistent with the New Jersey Quality Single Accountability Continuum (NJQSAC) focusing on quality performance indicators in all five areas of school district effectiveness: Operations Management, Instruction and Program, Fiscal Management, Personnel and Governance; and

WHEREAS, the 2017-2018 budget was prepared consistent with the district's revised Fiscal Policy 6220 addressing budget preparation, with primary consideration given to educational priorities identified by the Board and Ms. Eileen Shafer, Paterson State District Superintendent, and;

WHEREAS, consistent with 6A:23A-5.8, the following selected expenditures are identified as included in the 2018-2019 budget with either "not to exceed" appropriations in the case of "maximum travel" or professional services and extracurricular activities, the maximum expenditures for which can be exceeded with prior board approval:

	2017-18 <u>Pre-Budget</u>	1-Feb <u>YTD Actuals</u>	2018-19 <u>Budget</u>
Maximum Travel	\$266,320	\$69,811	\$230,240

2018-19

Budget

Professional Services

Legal	785,000
Engineering	50,000
Architect	50,000
OT/PT/Speech Services	404,727
Nursing Services	270,049
Audit Services	<u>125,000</u>

Total	\$1,684,776
--------------	--------------------

Extracurricular Activities

Band	25,794
Football	244,414
Volleyball Girls	55,392
Boys Basketball	109,502
Girls Basketball	108,836
Wrestling	53,006
Bowling	23,624
Boys Volleyball	36,883
Softball	77,891
Baseball	84,972
Indoor Track	58,981
Outdoor Track	133,200
Tennis	39,676
Golf	17,824
Cross Country Track	36,934
Cheerleaders	57,172
Soccer	78,750
Equipment Manager	11,824
Security Staff	56,000
Game Workers	105,840
Athletic Facilities	10,000
Coordinator	36,000
Athletic Trainer	35,280
Doctors	11,000
Reconditioning	80,000
Conferences	4,800
Drama	6,515
JROTC	21,570
Other Fees	117,689

Total	\$1,739,369
--------------	--------------------

WHEREAS, that Board of Education approved the 2018-2019 School Year budget on April 11, 2018, at a special meeting, in the amount of \$587,408,083; and

WHEREAS, the budget submitted by the District and approved for advertising by the Department of Education for the 2018-19 School Year consisted of the following, with revenues and appropriations balanced:

	<u>Budgeted</u>	<u>Local Tax Levy included</u>
General Fund Revenue		
Local Sources	\$ 63,066,176	\$ 41,455,956
State Aid	429,013,595	0
Federal Sources	1,211,817	0
Fund Balance	<u>8,646,913</u>	<u>0</u>
Total General Fund	<u>\$ 501,938,501</u>	<u>\$ 41,455,956</u>
Special Revenue Fund (net of operating budget transfers)		<u>Local Tax Levy included</u>
Local	\$ 2,275,105	
State Aid	53,487,030	0
Federal Aid	<u>28,401,647</u>	<u>0</u>
Total Special Revenue Fund	<u>\$ 84,163,782</u>	<u>\$ 0</u>
Debt Service		
Local Sources	\$ 506,557	\$ 506,557
State Aid	<u>799,243</u>	<u>0</u>
Total Debt Service	<u>\$ 1,305,800</u>	<u>\$ 506,557</u>
<u>Gross Budget</u>	<u>\$ 587,408,083</u>	<u>\$ 41,962,513</u>

NOW THEREFORE, BE IT RESOLVED, that the State District Superintendent hereby fixes and determines that the amended amount of money necessary to be appropriated for the use of the public schools for the 2018-19 School Year is \$587,408,083 (five hundred eighty seven million, four hundred eight thousand, eighty three dollars) of which \$41,962,513 (forty-one million, nine hundred sixty two thousand, five hundred thirteen dollars) is the General Fund local tax levy; and

BE IT FURTHER RESOLVED, that the State District Superintendent hereby certifies that the allocations and modifications needed to present a balanced 2018-19 with an adequate amount of funds to provide for a thorough and efficient education; and

BE IT FURTHER RESOLVED, that the State District Superintendent shall hereby forward to the Commissioner of Education of the State of New Jersey the budget statement, budget statement certification, form A4F (Certification and Report of School Taxes, 2018-2019, School Year) and supporting documentation as required by statute and code; and

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

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

Comm. Hodges: I still haven't found out how that budget number got changed from the Monday to the Wednesday. Until I do and other questions, I certainly can't entertain a vote. And I did ask.

On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Simmons 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

Resolution No. 2

Whereas, the Paterson Public School approves the payment of bills and claims dated April 12, 2018, beginning with check number 210261 and ending with check number 210362, in the amount of \$15,456,927.14;

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. Ramirez that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. 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. 3

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
Elizabeth Caccavella	NCSM (National Council of Supervisors Mathematics) Annual Conference	April 22-23, 2018	\$395.00 (registration)
Supervisor of Mathematics	Washington, DC		
Susana Peron	NCTM 2018 Annual Meeting and Exposition	April 25-28, 2018	\$1,981.50 (registration,

Acting Deputy Superintendent	Washington, DC		transportation, lodging, meals)
Eric Crespo	NCTM 2018 Annual Meeting and Exposition	April 22-23, 2018	\$1,981.50 (registration, transportation, lodging, meals)
Associate Chief Academic Officer	Washington, DC		
Joanna Tsimpedes	NCTM 2018 Annual Meeting and Exposition	April 22-23, 2018	\$1,856.00 (registration, transportation, lodging, meals)
Executive Director/Curriculum & Instruction	Washington, DC		
Luis Eduardo Barraza	New Jersey SAFE School Structured Learning Experiences (SLE) Training	May 2-3, 2018 June 4-6, 2018 June 7, 2018	\$883.00 (registration)
Teacher/Eastside High School	Morris Plains, NJ		
Charmaine Cahill	NAEYC	May 3, 2018	\$75.00 (registration)
PIRT/Early Childhood	Washington, DC		
Milena Kotys	NAEYC	May 3, 2018	\$242.30 (registration, transportation)
PIRT/Early Childhood	Washington, DC		
Caterina Hunter	NJALL Annual Conference	May 11, 2018	\$38.00 (transportation)
Teacher/Adult School	Lincroft, NJ		
Eric Crespo	NJAFPA18 – 2018 Spring Conference	May 31, 2018	\$184.26 (registration, transportation)
Associate Chief Academic Officer	Princeton, NJ		
Joanna Tsimpedes	NJAFPA18 – 2018 Spring Conference	May 31, 2018	\$184.26 (registration, transportation)
Executive Director/Curriculum & Instruction	Princeton, NJ		
Eugenia Ortega	NJTESOL/NJBE	June 1, 2018	\$42.60 (transportation)
ESL Teacher/Adult School	New Brunswick, NJ		
June Gray	NJASBO Annual Conference	June 6-8, 2018	\$915.00 (registration, transportation, lodging, meals)
Comptroller/Assistant Business Administrator	Atlantic City, NJ		
Richard L. Matthews	NJASBO Annual Conference	June 6-8, 2018	\$915.00 (registration, transportation, lodging, meals)
Business Administrator	Atlantic City, NJ		
Jorge Ventura	ISTE 2018	June 24-27, 2018	\$1,519.67 (registration, transportation, lodging)
Principal/School 29	Chicago, IL		

TOTAL CONFERENCES: 14
TOTAL AMOUNT: \$11,213.09

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. 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. 4

Division of Academic Services and Special Programs Approval of
School 8 Playground Donation, Site Preparation, Contract, and Build Day Activities

Whereas, the installation of a safe and engaging play environment for School 8 supports the Brighter Futures District Strategic Plan in Priority II: Create and Maintain Healthy School Cultures under Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards; and

Whereas, Alexandra's Playground has selected School 8 as a recipient of a playground to be located on school grounds and with community access afterschool and weekend hours with a material and installation value of up to \$85,000; and

Whereas, Alexandra's Playground has donated playgrounds to several Paterson Public Schools including School 26, Napier/School 28, and School 29; and

Whereas, the Alexandra's Playground is requesting the approval of the attached contract that details the obligations of the site owner (Paterson Public Schools) in planning, site, architectural drawing and site survey, permits, playground equipment, maintenance, insurance, disclaimer of liability, and safety standards; and

Whereas, New Jersey Community Development Corporation (NJCDC) will provide the funding and labor for site preparation, including site excavation, along with beautification benches and planters, for up to \$25,000; and

Whereas, School 8 will host a Build Day in June 2018 and will partner with school and community organizations to provide child-friendly activities, water and refreshments, and musical entertainment for the building volunteers and their families;

Be It Resolved, that the Paterson Board of Education approves the donation of the playground equipment and installation, playground contracts, site preparation, and Build Day activities at School 8 in partnership with Alexandra's Playground and NJCDC for the playground installation in June 2018 for up to \$110,000 at no cost to the District.

It was moved by Comm. Redmon, seconded by Comm. Simmons that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Martinez and Comm. Rivera 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. 5

Division of Academic Services and Special Programs
Approval of School 15 and SFLS FSCS Site Coordinators to Attend the
Community Schools National Forum 2018

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

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

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

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

Be It Resolved, that the Paterson Board of Education approves the Schools 15 and SFLS FSCS Site Coordinators to attend the Community Schools National Forum 2018 for up to and to not exceed \$3,527.98.

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

Paterson Board of Education Standing Abstentions

Comm. 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. 6

WHEREAS, the district's Strategic Plan's first priority is to provide Effective Academic Programs; the International High School First Robotics Team serves the purpose of

providing enrichment activities that challenge highly motivated students and meets each student's learning needs.

WHEREAS, First Robotics, an international robotics competition for high school students, is an acronym that means "For Inspiration and Recognition of Science and Technology." Its purpose is to encourage students to be science and technology leaders by providing programs and mentors that cultivate science, engineering and technology skills as well as inspire innovation, confidence, communication, and leadership. and

WHEREAS, The Mid Atlantic Robotics Association, Precision Scales, Montclair Society of Engineers, the Honorable Shahin Khalique and New Era Converting Machinery has awarded and or sponsored International High School's Robotics Team a total of \$5350 to participate in and purchase supplies for FIRST Robotics district events.

THEREFORE BE IT RESOLVED, that the Paterson Board of Education accepts the Mid Atlantic Robotics, Precision Scales, Montclair Society of Engineers, Shahin Khalique and New Era Converting Machinery Grant and or sponsorships for the International High School Robotics Team in the amount of \$5,850 for the 2017-2018 school year.

Montclair Society of Engineers	\$500	Grant
Mid Atlantic Robotics	\$4000	Grant
Honorable Shahin Khalique	\$500	Sponsorship
New Era Converting Machinery	\$500	Sponsorship
Precision Scales	\$350	Sponsorship

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

Paterson Board of Education Standing Abstentions

Comm. 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. 7

2018 FIRST Robotics World Championship

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

Whereas, the International High School Robotics Team supports the ideals of experiential learning and the application of STEM as a means of furthering an understanding of technology, team work, and sportsmanship; inspiring young people since 1992, *FIRST*® began with 28 teams in a high-school gym. Today, the four *FIRST* programs reach over 400,000 young people annually. The fun they have, the knowledge they gain, and the friendships they make along the way help build self-confidence, nurture creativity, and inspire them to solve the world's greatest challenges, be strong citizens, and build a brighter future, and

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

Whereas, this co-curricular experience supports the Bright Futures Strategic Plan 2014-2019 Priority 1 – Effective Academic Programs- Goal 1-Increase Student Achievement-Extended Learning Opportunities, Priority II – Safe, Caring and Orderly Schools – Goal 1- Create Schools with Health School Cultures and Climates, and

Whereas, the trip to the world competition will take place in Detroit Michigan and will consist of students from Paterson Public Schools District ages 14-16. The trip is inclusive of all nine students who won the MAR Mid Atlantic competition held at Lehigh University. The International High School Robotics Team will travel with the Clifton High School Robotics Team. The transportation is arranged by the Montclair Society of Engineers, who are FIRST Robotics Mentors.

Be It Therefore Resolved, that Paterson Public Schools approve students International High School, to participate in the First Robotics World Competition on April 24th –April 28th. Total of the experience is Not to Exceed 8,412.00

Budget

Item	Amount	Cost	Account Number
Bus Transportation	1 Buses @ 4900	Not to Exceed \$4900.00	20-231-200-516-653-000-0000-001
Room/Board for Teachers and Students Hotel 2	4 @ \$528.00pp Embassy Suites Southfield Includes taxes 175night x3 nights	Not to Exceed \$2112	20-231-100-800-653-000-0000-001
Room and Board Teachers and Students	12 @ 364.00pp Best Western Elyria, OH	Not to Exceed \$400	20-231-100-800-653-000-0000-001

Hotel 1	Tuesday Evening		
Teacher Stipends	2@5 days @ \$100per day	Not to Exceed \$1,000	15-421-100-101-055-053
Grand Total		Not to Exceed 8,412	

It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 7 be adopted.

Comm. Capers: Did we add the extra Commissioners that you asked for?

Comm. Castillo: No.

On roll call all members voted in the affirmative. 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. 8

Whereas, the bills list was previously submitted on 10/12/2017, with only vendor numbers beginning with vendor number 4000000 and ending with vendor number 4001930A and

Whereas, the approved bills list were assigned with beginning check number 207468 and ending with check number 207826 in the amount of \$13,973,157.13

Therefore Be It Resolved, the Paterson Public School approves bills list previously submitted with vendor numbers to check numbers beginning with check number 207468 to 207826 in the amount of \$13,973,157.13

Now let it be 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. Simmons that Resolution No. 8 be adopted.

Comm. Rivera: I thought we discussed this previously about putting vendor numbers in this summary here in the agenda. It's irrelevant. Vendor numbers are irrelevant. Period!

Ms. Williams: This is not being done anymore, but the person who does it was out sick. It went through vendor numbers, but she had to do check numbers to make sure.

Comm. Rivera: Check numbers yes, but not vendor numbers.

Ms. Williams: This is like a clean-up. The Board did approve it and they're not doing it anymore.

Comm. Rivera: I just want to make life easier for the President here.

Comm. Castillo: No problem, Cheryl. Thank you for the clarification.

On roll call all members voted in the affirmative, except Comm. Capers who abstained and 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

OTHER BUSINESS

Comm. Castillo: In the interest of time, since it's already 10:30 and we still have to move forward, I think that we should move all committee minutes to our next general meeting. Is everyone okay with that?

Comm. Redmon: A suggestion was made by one of the Commissioners. For F-7, we would like to pull that off the agenda until after the elections.

Comm. Simmons: When is the Math Olympics?

Comm. Castillo: It's good after the elections.

Comm. Simmons: That's fine.

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

Comm. Hodges: Why do we have extra security here today? You only have three though.

The Board went into executive session at 10:30 p.m.

The Board reconvened the meeting at 11:20 p.m.

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 11:22 p.m.