

MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE

March 12, 2018 – 6:20 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

Comm. Emanuel Capers
Comm. Nakima Redmon, Vice President

Comm. Kenneth Simmons

Absent:

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

Comm. Joel Ramirez
Comm. Flavio Rivera

Comm. Castillo: Good evening, everyone. We're going to start in committee form. Once we get a fifth Commissioner in, then we will open with public session formally. Meanwhile, we do have some presentations and we do appreciate your time and for being here. We want to make sure that we get things started. I'm going to hand it over to Ms. Shafer, our Superintendent, to guide us through these presentations.

UPDATE ON THE 2018-2019 SCHOOL DISTRICT BUDGET BY THE BUSINESS ADMINISTRATOR

Ms. Shafer: At this time, I'm going to call our Business Administrator Mr. Richard Matthews to give us an update of where we are with our budget.

Mr. Richard Matthews: Thank you, Madam Superintendent and Commissioners. Tonight, we're going to talk a little bit about the budget, some of our cost drivers, some of the issues that we've been looking at, and some of the strategies that we're trying to use to close the gap and balance out the budget. The first thing I'm going to do is I'm going to go through some of the budget calendar. Since November of last year and up to the present day of March 12 these are some of the items that we've done to be transparent in terms of rolling out the budget, talking about strategies, the budget process, budget development, and getting budget feedback. Today is a special meeting and we're getting feedback again. We have another meeting on Wednesday and we get our state aid on Thursday. We have budget meetings next Monday and Wednesday. We have to have our budget to the County Superintendent on Thursday, March 22, which is 10 days from today. That's pretty much the budget calendar from November through the present. We had promised you that we would give you three budgets. We would look at a flat funding where there's no increase in revenue. We would look at a 2.5% increase. Just to go back a little bit, we normally have our state aid by now. The Governor's address is tomorrow. We will get those numbers on Thursday and we will plug them all in. As of today, we made some projections based on flat, 2.5%, and a 5% increase in state aid. Based on flat, our revenue will be \$472 million. Based on our appropriations today, that will give us a budget deficit of \$52 million. On a 2.5% increase in state aid, we would have a deficit of \$42 million. Based

on a 5% increase, which means a 2% tax levy increase, it gives us a budget shortfall of \$33 million. To backtrack, over the last couple of years between the prior BA and Superintendent they talked about us facing a fiscal cliff and that we would be facing challenging times. In challenging times like today we feel we have a plan or a path to build a balanced budget and also have some fund balance. With that in mind, we're going to have to make some big moves to get to where we have to get to. It's not sustainable just to keep cutting head count to get to a balanced budget, go into the following year, and then freeze the budget come November 1 to move forward. Some of the strategies I can't talk about because they're part of the negotiations. We're looking at health benefits, Superintendent's priorities, worker's comp, and sale/leaseback of textbooks, which can bring us between \$10 million to \$15 million. That's contingent upon Board approval. This \$33 million shortfall includes a 5% increase in state aid. It includes a 2% tax levy in Paterson. It also talks about some other opportunities as far as bank cap. We used bank cap in the 2016-17 fiscal year where you increased your taxes \$2.5 million.

*Comm. Arrington enters the meeting at 6:25 p.m.

Comm. Castillo: Mr. Matthews, I don't mean to cut you off. We got a fifth member of the Board and I just want to make sure we open the meeting.

MINUTES OF THE PATERSON BOARD OF EDUCATION SPECIAL MEETING

March 12, 2018 – 6:25 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

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

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

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

Absent:

Comm. Flavio Rivera

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

Comm. Simmons read the Open Public Meetings Act:

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

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

**Special Meeting
March 12, 2018 at 6:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

UPDATE ON THE 2018-2019 SCHOOL DISTRICT BUDGET BY THE BUSINESS ADMINISTRATOR

Mr. Matthews: Just to go back to the slide one more time, you have three budgets. Flat means no additional revenues. It's the same thing as last year, but it also takes into consideration our new appropriations, charter schools, PCTI, salary agreements, and health benefits. Those are all part of the appropriations section. You have flat, 2.5%, and 5%, which gives you a \$33 million shortfall. We're making some assumptions here. We're trying to be positive. We feel based on some of the information we've gotten so far that we're looking at probably getting some additional revenues. This is based on worst case scenario and being optimistic. Again, talking about some of the strategies - there's been really no change in terms of a lot of the strategies. There's a note there about PCTI. We actually have their number for the 2018-19 budget. It's \$19 million. Between PCTI and charter schools, that's \$75 million going out the door. Like I said, we have to start looking at making some big moves because the way we've been balancing the budget in the past is not really sustainable by just cutting head count and programs. We're in a structural deficit that is very painful. If we don't do anything different we're going to be in the same boat year after year and people are going to lose their jobs. We're trying not to do that this year. We're trying to minimize it. In terms of revenues, if you look at the purple we're really leveraged against the state. 87% of our revenues come from the state. Tax levy is 9%. This includes the 5% that we're projecting for the 2018-19 budget. Extraordinary aid is 1%. Miscellaneous and ESSA - these are the revenues for the 2018-19 budget. Just to over-communicate, it's based on a 5% increase in state aid and an additional 2% in tax levy. These are the appropriations broken out. Charter schools are part of our budget. It's 10%. It's a huge number. Benefits are 14%. Salaries and benefits take up the bulk of our budget. Non-salary is 28%. This is a chart that talks about what we have done as far as taxes in Paterson over the last 10 years. From 2008 to the present we've raised taxes in Paterson \$4 million. If you look at a city like Newark, they've raised their taxes \$34 million. We've averaged 1% over the last 10 years. Newark is 3.9%. We went seven years in a row without raising taxes. We raised our taxes in 2017 \$2.5 million. That was a combination of your regular tax levy, which is 2% that you're allowed by statute. Then based on enrollment and health care costs that we're hit with, the state allows you to tack on top of that 2%. That year we raised our tax levy in Paterson 6%. You see that the two asterisks there mention tax levy plus bank cap. Last year we didn't raise taxes. In 10 years, a \$4 million increase. I understand Newark has a different situation as far as corporations and ratables, but this is an area that we have to look at in terms of closing the gap. Seven years of not raising taxes, I'm not sure that's the right move. We talked about the sale/leaseback of textbooks. That's a project that can give us \$15

million. It's really a loan. It's what happens to districts like Paterson when you're facing a fiscal cliff and your expenses exceed your revenues. This is the payback period and we do have a plan to pay it back. There are some revenues that we've estimated that we feel we can do a lot better in. There's also NJCIG which is a huge insurance fund that we're working with right now. It's looking at all of our bills and services and based on the combined savings from NJCIG we can probably pick another \$5 million. This payback is 2019-20. It's not 2018-19. We can recognize the revenue for this upcoming budget year, but the payback doesn't begin until 2019-20. That's based on how we set up the contract and how we start the contract. It allows us a couple of years to build up our fund balance. A budget of \$500 million with some real strong management of the budget cycle you can really build up your fund balance, if we're really tight with our spending, to get be able to pay this back in five years or less is not a difficult thing for us to do. We do have a plan based on some of the revenues that we've estimated and through some of our savings to be able to pay this back over a five-year period based on a 3% interest rate. This is prior to the \$33 million shortfall. At this point, do you guys have any questions? I'll take any questions.

Comm. Arrington: Is there any way you can accelerate the payments of the loan?

Mr. Matthews: Honestly, the plan is to accelerate it. We have a strategy to pay it off early. I don't want to say how many years, but that's the plan. This obviously is a loan and we want to pay it back as soon as possible. We have some conservative estimates in our revenues and we have some opportunities in our savings thought our joint insurance fund to be able to attack that and get rid of that as soon as possible. One thing we're trying to avoid is using our fund balance. We have \$10 million in fund balance. That to me would be a last resort to exhaust that and have no fund balance. I hope stuff holds out this year so that we can move forward. It's an option, but we really don't want to exhaust that. If you look at the earlier slide there, we are using some fund balance here, \$3.7 million. We had \$14 million in fund balance and we are using some of that now. We have to be able to have money for something that comes up later on. For instance, whenever we use our fund balance now, use the \$10 million now but if something comes up next year, go the long route. We kicked it around. We feel this is a smarter move for us to be able to just take out the loan and if we don't need all of it we can just accelerate the payments. The purpose of this money is to balance out the budget so we can minimize issues with our personnel.

Comm. Redmon: Unfortunately, I understand that you're doing the job that you have inherited. Again, we're operating management by crisis again. If each year we come here to talk about our fund balance, we knew last year that we might have a shortfall with this loan. I think it's a terrible way to operate as a Board. Right now, that means we're borrowing something that we might not have money to pay back, even though I'm looking at your accelerated plan. Say, for example, something happens next year and we still have to dip into our fund balance of \$10 million, where will we get this excess money? Where will we find this in our budget if we have to dip back into our fund balance for the \$10 million?

*Comm. Joel Ramirez enters the meeting at 6:38 p.m.

Mr. Matthews: We have estimates of revenues for next year that we underestimated to help pay this back. We have real estimates of certain monies that we've underestimated for it to pay the loan back. Like said, we're working with NJCIG right now and it's an ongoing process to compile all this data. This loan is something that we saw my first month here. We brought this as something that we should consider. We were told to put together the numbers and we put the numbers together.

Comm. Castillo: Is there another route for this loan? Let's say we don't go for the loan. What happens? What are the consequences of not having this \$10 million?

Ms. Shafer: If we don't do this loan we all know that the money comes from salaries. That \$10 million will be 120 staff members that will be eliminated. Right now, we have 25 classrooms with over 30 students throughout the district. If we eliminate another 120 individuals, then we will have over 150 classrooms over 30 students. We cannot increase the class size any more than we have already done. The only way that we're going to be able to come up with \$10 million is people. We have exhausted all of the non-salary lines. Because three-quarters of our budget is salaries that is what the end result would be. I understand it's a loan and I understand that it's a gamble. The good thing about it, if all else fails, is that we have saved some money in fund balance. If in fact what Mr. Matthews is telling you did not pan out, we still have \$10 million in fund balance that for the first year we would need \$2.4 million of that. In addition, the Governor has said more money over the next couple of years will be coming in. What I do know right now is that we cannot afford to eliminate 120 people from the district.

*Comm. Martinez enters the meeting at 6:40 p.m.

Mr. Matthews: If I could say just one more thing about it. When we submit our budget to the county next week it's a balanced budget. Strategically we want to do not just a balanced budget. We have to see money fall out. We have to plan for money to come out of it. When I say that we've had some estimates in some of our revenues and we're being conservative, it's so that money does fall out. It's a combination of balanced budget and money has to fall out so that we can move forward so we don't go through this every year. If we make a couple of good moves over the next couple of days, big moves in our district, we can guarantee a fund balance next year. We can possibly pay it back a lot sooner. That's all I can say right now. That's why the plus fund balance is there. It's there for a reason. We're not just trying to balance the budget. We're trying to guarantee money to come out so that we can move forward and not have this thing on our neck every year. I don't want to do this every year. It is what it is, but it's not fun. It's not fun for the entire team. We're trying to plan for two years right now, not three to five years. That's too long to plan. A five-year plan is obsolete when it comes to this right here. A two or three-year plan is more realistic and that's how we're looking at it. Some of the moves are going to be big, but we have to make big moves to get out of this structural deficit. If we don't, we'll just be here again next year. Look at last year's minutes and all the notes from last year. It's the same thing. All the strategies are all the same. I looked at the last couple of years. Nothing changed. We'll be saying the same thing next year if we don't do something big.

Comm. Simmons: I have a question and a statement. The only frame of reference I have for this is to look at what the city did with selling properties. It's a one-shot infusion of cash.

Mr. Matthews: Yes.

Comm. Simmons: They ended up back in the same situation. While I'm optimistic at the Governor increasing funding, the state has its own financial issues. I'm not banking on it. My view is that we will be flat-funded this year, unless there is some unforeseen miracle. What happens when we're back in this same position next year?

Mr. Matthews: I'm saying we're not. We have to make the moves so we're not. I'm thinking we have to make the moves we have to make now or we will be back here in

the same position. If we do make the moves, we won't. I'm suggesting things that are going to put us out of this constant hole that we're in. I'm recommending we raise our taxes. I'm recommending bank cap. I'm recommending other stuff that's difficult to swallow. We're looking at adding head count to increase our revenue for McKinney Vento. We have offers on buildings right now that we have to run through fiscal. We have offers right now. Bank cap right now is \$5 million. We say don't use it, but it's on the table still. We can consider it. It's still there. Those are things that have to look at. If you look at the tax thing, in Newark you see their taxes going up over 2%. That's all bank cap. We're not doing that. We're losing a whole compounding effect by not raising our taxes. I know no one wants to hear about tax increase, but if you don't raise your taxes the city keeps raising taxes. I was out doing forums for Kemper's group and the people kept saying why we keep raising taxes. We're not raising your taxes. We're getting blamed for raising taxes and we're not raising taxes. So let's raise taxes.

Comm. Simmons: Now I have to speak as a homeowner. I can't take another tax increase. I can't afford to live here.

Mr. Matthews: I know. It's tough. It's a combination of things. I get it. I was down with Margaret Cherone and Nellie Pou. I get it. I'm not oblivious to the economics of Paterson and how difficult it is. I really do get it. We've met with them and we understand. They keep raising taxes. We keep getting blamed for it, but we're not raising taxes.

Comm. Simmons: I think the concern of Board members, particularly when it comes to raising taxes, is just because the city has raised taxes. There are issues that cause that to happen. We try not to add to that. It's inevitable.

Mr. Matthews: Ms. Shafer and I talked about it this morning. We don't want to raise taxes. I just thought I'd put it on the table. We feel if some things work in the right way over the next couple of days we can take it off the table. It's not a lot of money. It's \$800,000 between 2017-18 and 2018-19. It's \$41 million versus \$42 million. It's not a lot of money. We really want to take it off the table because the economics of this city we understand. I don't want to say it, but we want to take it off the table. We want to be able to get to a certain point so we can take it off the table.

Comm. Simmons: What would happen if we're in this spot next year? You're confident that we won't be.

Mr. Matthews: I'm confident if we make the right moves. I'm saying we will be here if we don't.

Comm. Simmons: I would need to see what those moves are.

Mr. Matthews: We're going to have an executive session. That's going to be part of it later on.

Comm. Simmons: I'm not comfortable with the one-shot infusion of cash.

Mr. Matthews: I understand. That's fair.

Comm. Simmons: I would need to see what your moves are.

Mr. Matthews: It's not just one move. It's a combination of moves. The sale/leaseback is only one part of a couple different moves. Part of that will be discussed in executive session. I can't talk about it here.

Comm. Castillo: First of all, Commissioner, bite your tongue about us getting flat-funded. Before we go into executive session, because I know there are conversations that we can't have in public, I know that the Superintendent and Mr. Matthews do have a more detailed plan for us to see before we present it. There I think we will have a little more information on where his plan is to go if we approve this resolution. After that I think we will be able to more knowledgeably understand or make a decision after we make sure we see the entire plan.

Comm. Capers: You presented us three budgets. Is there a tax increase in each of the budgets?

Mr. Matthews: Yes. In each one the 2% is there.

Comm. Capers: There's a 2% tax increase in each budget.

Mr. Matthews: Yes.

Comm. Capers: When are we going to see the itemized budget line by line where we can see where all the dollars are going? We need to see a real detailed budget.

Mr. Matthews: We can change it up for the next meeting. It's something that we talked about presenting. We can change it up. We can give you by object and some more detail. That's not a problem.

Comm. Capers: I would like to see a detailed budget to see what we can cut out instead of just raising taxes.

Mr. Matthews: We can do that. That was part of the plan too.

Comm. Castillo: I know last year we got a budget that was a little bit more detailed that actually let us know what each category meant or what was included per category.

Comm. Capers: That was after we had a vote on the budget to go to the county.

Comm. Castillo: It was prior.

Mr. Matthews: We will have it on Wednesday. It will be pretty detailed.

Comm. Capers: Line by line. Thank you.

Mr. Matthews: Line by line is a 600-page document. That one you can't have. We can give it to you by function and by object. That's much broader.

Comm. Castillo: Since it's 600 pages and it's crazy for all of us to get it, last year there was a time set up for a Commissioner who would want to come in and take a look at it, if you choose to do that, once it's ready.

Mr. Matthews: We get our numbers on Thursday and the meeting on Monday was to give you that budget on Monday, the line by line.

Comm. Castillo: Okay.

Comm. Capers: I did receive the consultant list, but I don't know any of these functions. I'm just seeing titles. Are the consultant fees here? I just see numbers and like \$3 million here. I'll just say cut it and then we don't have to raise taxes. I just want to know each consultant's function.

Comm. Castillo: Is there any way we can get the specifics on what they are for the next meeting?

Mr. Matthews: Wednesday. Yes, each function.

Comm. Capers: Thank you.

Comm. Castillo: Anything else? Thank you, Mr. Matthews.

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

PRESENTATION OF ELEMENTARY PROMOTION PROCEDURES BY ASSISTANT SUPERINTENDENT

Ms. Shafer: At this time, I'm going to ask the Assistant Superintendent, Ms. Cicely Warren, to come forward. I think the Board remembers that we had some parents and specifically a grandparent, Linda Reid, who brought to our attention that we were mandating summer school for students who did not pass the STAR. Then we were keeping students back to repeat a grade if they did not show growth during summer school. When we looked at that we had agreed that we needed to have multiple measures in order for students to have to go to summer school and to be retained or not. It could not all rest on one assessment score. Ms. Warren has been working diligently with a committee – and the committee members are here – since September working on a plan and using multiple measures for the purpose of summer school and for retention.

Ms. Cicely Warren: Good evening Commissioners. As Ms. Shafer said, we've been working on the promotion procedures for the first half of the school year. We began our work in October. Before I begin the presentation, I'd just like for all the committee members to stand. I would like for them to be recognized because all this work took place after school often hours after our meetings were scheduled to end. I gave them homework every time we met above and beyond what they do during the course of their regular school day. I really do think that's worth of recognition. Thank you all. Just to give a bit of context for this work, social promotion ended in Paterson Public Schools in 2012. With the end of social promotion, we had to implement an assessment that was not so variable from school to school. At that time, our Superintendent Dr. Evans implanted the STAR Renaissance assessment. Along with the end of social promotion came mandatory summer school. Students who didn't meet the 40th percentile in STAR were required to attend summer school. If they did not attend summer school then they were targeted for retention in the next year. Along with that there was an appeal process for parents who disagreed with the recommendation to retain their children. There were challenges with that implementation. Of course, we needed to end social promotion because it's unconscionable to have children moved along if they haven't met the standard for the grade because then you wind up with children in high school who are well below elementary proficiency level. That was unacceptable. Implementing STAR as the sole measure of whether a student was proficient or not definitely presented problems. One of the problems was that the STAR assessment is self-

adjusting. It wasn't aligned to our district curriculum. It is nationally normed, but that is not based on the Paterson Public Schools curriculum. We found that students who passed summer school often continued to struggle the next year academically. Part of that is due to the lack of alignment to our curriculum. STAR more efficiently used to drive intervention strategies rather than predict proficiency for the next grade. As per Ms. Shafer's directive, we convened a group of stakeholders. We had 26 stakeholders involved in this committee work – teachers, parents, advocates, administrators, and district staff. We identified and listed 12 concerns regarding the way the promotion policy was being implemented. Based on those 12 concerns we put them into categories and developed subcommittees to continue the work. Those committees were the assessment and curriculum alignment. We needed to look at all of the assessments that are currently being given in the district and determine which ones were more aligned to our curriculum, which ones were better predictors of student proficiency, and which ones were aligned to the standards and our pacing guides. The intervention committee identified effective intervention supports. Summer school is an example of an intervention, but we needed to tweak the way that was being done as well. The group also looked at developing an intervention protocol for the district as intervention varied from school to school. We also had the policy research and revision committee. Their job was to look at promotion policies in similar neighboring districts, look at our promotion policy, see where it was unclear, and get feedback from parents as well. The last committee was the promotion criteria, the multiple measures committee. They looked at identifying specific criteria to determine whether a child is proficient to go on to the next grade, including standardized test portfolios. Their job was to develop a more comprehensive view of whether a child is proficient or not. We're going to get into the work of the specific committees. As we do that, I'm going to have some folks come up and co-present. Part of the outgrowth of this work was we decided that we needed to have a manual to go along with the promotion policy. As it exists, there is just a policy, Policy 5410. We felt principals needed more guidance about how to implement it. We decided we needed to develop an intervention protocol so every school was more standardized in terms of how they delivered intervention. We needed to change the approach to summer school, how children were selected for summer school, and also identify the multiple measures which would be used to identify children for summer school. Now on to the specific work of our committees... Policy Research and Revision - I'm going to ask Ms. Bridget Arrick and Ms. Delano to join me. If you look in your blue folders there are two pockets. On one side you have the policy manual and on the other you have the intervention protocol and the multiple measures. We will be referring to those throughout the presentation.

Ms. Teresa Delano: Good evening. My name is Teresa Delano. I'm a teacher from School No. 9. Our group had three goals. Our first priority was to make sure that the policy itself was formatted in a way that was clear and concise and included the language of the policy. We wanted it written in a way that was user-friendly and anyone who read it would understand the policy. The second goal was to aid the implementation of the policy. We created a promotion policy sequence chart, which is a 12-month chart listing monthly procedures. We wanted to use this to help us target and track the at-risk students and develop a plan to address and monitor their needs. We also wanted to make sure we had a streamlined uniform process that we'd follow throughout the district. The third goal was, in an effort to have uniform procedures implemented across the district targeting our at-risk students, to include in the policy all our intervention and referral service forms, parent notification letters, and a checklist for retention. The goal was to at the end of the year have no surprises.

Ms. Bridget Arrick: Just to continue what she was saying – we were responsible for surveying our parents. The survey came from various entities. We actually had parents

from our parent conference and different category and non-category schools, PTO leadership, and parents who had children that were in mandatory summer school. We had a variety of parents that were actually surveyed. Based on the survey what we found is that parents did not have a clear understanding of the current policy and the implementation of it. That's why we wanted it to be this time more clear and more precise. Based on that information, those are the three points that we actually got. To implement the policy, one of the things going forward as our next step would be training for the parents. We will have training through our parent university workshop, our PTO meetings, our PTO leadership, our parent and community events, and our parent forums. We also had suggested for summer school orientation and registration that parents will also be trained on the policy and their rights to appeal or what have you.

Ms. Warren: Thank you, ladies. If you look on the left side of your folder, you'll see the manual. That's the big packet that's there. If you look at the table of contents, it tells you everything that's included. The first and most essential is that promotion sequence chart. There are deadlines by which an INRS committee needs to be convened. There's a timeline and a follow-up for intervention plans for students who are at risk. Every contingency is laid out there. Additionally, there are forms that principals, INRS, and teachers have to use. There's a checklist for INRS referrals. There's a checklist for retention. If all of those components are not completed, then you cannot recommend a student for retention. If the interventions are not implemented, you cannot recommend a student for retention. This is a way of holding schools accountable for making sure that they intervene when students need it and also that they're doing things in a timely fashion so parents are not surprised. The next committee is the Assessment and Curriculum Alignment Committee. Mr. Licamara is going to come up and explain the work that they did.

Mr. Anthony Licamara: Good evening. As part of the Assessment and Curriculum Alignment Committee, we first wanted to look at the multiple assessments that we had within the district and looking at our viable curriculum. We also needed solid data to focus on. The first set of data that we decided to look at where the students who attended summer school in 2016 and 2017 based on STAR. The first data that we looked at there were over 150 students that went to summer school in 2016, but then had to go back in 2017 based on our STAR results. Data also showed that multiple students who had to go to summer school for two years also attended multiple schools. With that said, we had to refocus our data to try to build a profile on the students based on the success through the curriculum. We looked at just the students that went to summer school in 2017, which was based on STAR. Then we started to dig where they were from there. We wanted to look at the decisions that were made after the 2017 summer school, which is either they were promoted, retained, or they had to go through the appeal process. We then looked at their PARCC scores for 2017. If they were in fourth grade or higher we looked at PARCC scores for 2016-17. We looked at their Unit 1 score and their marking period one score to build a profile for the students who had to go in 2017 and see how they were doing in the curriculum this year. From there, Ms. Warren asked us to bring our data along with another subcommittee with multiple measures because our work started to align from there.

Ms. Warren: Thank you. In terms of building a profile for the students, Mr. Licamara and the team developed a spreadsheet. We looked at the STAR scores, we looked at report card grades, and we looked at the unit assessments to determine which of those are a more reliable set of criteria to determine whether a child is proficient at their grade level. Based on that work, they merged with the Promotion Criteria and Multiple Measures Committee and made some recommendations. Ms. Booker and Mr. Carriero will explain that.

Mr. Domenico Carriero: Good evening Commissioners. Ultimately, we had two goals in mind. Our first goal was to develop a formula for this year and for subsequent years. We wanted a meaningful and consistent intervention summer school program that's going to benefit the students for the next school year. We sent out surveys to the principals and with their input they ranked what they looked for when determining if a student was at risk and should be recommended for summer school. They ranked them in the following order. The first thing that they felt was the most important was the report card grade. The second were the unit assessments. The third were the PARCC scores for grades 4-8 and running records for grades k-3. Their final recommend was STAR, so STAR was last. They felt that the other three supported what the child's needs were more. We also came up with a worksheet where the principals would be able to input the information of the unit assessments and the PARCC scores, and it would generate a profile for the student that would show if they should be recommended for summer school.

Ms. Nicole Booker: What we determined for this year before we moved forward into the final policy is that we decided that we were going to use students who were identified by STAR who did not perform at the 40th percent ranking. This is only being used as a screening tool to identify students that are at risk. They have to meet two of the three criteria going back to multiple measures to determine if a child should attend summer school. The first one is they had to have a 70% average in the content area they were identified in by using the screening tool. The second in grades 4-8 was to use PARCC. If they were level 3, 4, and 5, one of the criteria would be exempt from summer school. If they were in the third grade, since we don't have previous PARCC scores, we would use the benchmark. They would have to reading at a level in. The third thing would be to use their unit assessments. The unit assessment is like a culminating assessment for that marking period. If they had 70% in three out of the four unit assessments, they would be exempt from summer school if they met two out of the three criteria I just informed you of.

Ms. Warren: If you take a look at the screen, it gives the worksheet that was developed. Principals would actually be able to plug in students who are identified for STAR and it lists the criteria that the student would have to meet for ELA and math. For this sample the student was identified by STAR. That's why there's a pink no in both of those boxes. If you scroll down they needed to have a 70% average or better in two out of the three marking periods. For ELA you see that student met that criteria. That's a yes for math. Then the unit assessment scores are included as well. Basically, the principal or the teacher would have to put the student's data into this worksheet and based on the formulas and the way they're set up at the bottom it would say they were either exempt from summer school or they would have to attend summer school. You would that for ELA and for math. Thank you.

Mr. Carriero: Our second goal was to develop an algorithm for the retentions. This was for 2019 and beyond. We came up with a scoring system for the marking periods. The marking period grades will be 80% of course work. The remaining 20% will be their unit assessments. The unit assessments are very important because they're set up with the curriculum that Paterson is giving to the teachers and the teachers are turnkeying to the students. We want to make the unit assessments meaningful. By making it worth 20% now we're putting more focus on the unit assessments instead of using STAR. Also, the final average must be a 63 or higher as the passing grade. As Superintendent Shafer has brought to the attention of the public, she is increasing our passing score from a 60 to 63, so that follows that criteria as well. The student must not be chronically absent, having fewer than 20 absences. We do have a lot of students who are chronically

absent and when they are absent they're missing so many hours of instruction time. How will we let the parents know? After the second marking period, they will receive a warning letter stating that their child is at risk because their average is 63 or below. A summer school letter after marking period three will be sent home as well if they're averaging 63 or below and if the student is chronically absent. Following that, students earning an average between 40 and 62 in language arts or math will attend mandatory summer school and students that do not attend will be retained. Students who earn an average below 40% in at least two content core areas will be recommended for retention. Ultimately, what we're trying to do here is get a summer school program that is aligned to each student's needs.

Ms. Booker: For our ELL students, they will follow the new criteria providing they're receiving instruction in their native language, have been in the country for three years, and they have on the access test a 3.5 or above. As far as our special education students, we're going to follow their IEP, the goals that are outlined by the team, the parents, and all the staff that's involved. They can continue to participate in the summer extended program.

Ms. Warren: In your folders you will see that there's a breakdown of the multiple measures as was outlined for SPED and ELL. You have that in a simplified form. That leads us to how we prevent students from winding up in this situation where they actually have to attend summer school. As said earlier, we needed to develop and intervention protocol. We needed to develop timelines for delivering intervention that all schools need to follow. Our Intervention Committee is going to come up and speak to what we did and then I will explain what the protocol entails.

Dr. Atondra Friday: Good evening all. I was on the subcommittee for interventions. We had one goal, to identify and provide effective intervention strategies to support our students. To achieve our goal, we conducted two online surveys regarding our current intervention practices. There were two groups of participants. Our first group included our classroom teachers, bilingual teachers, resource staff, and specialists. Our second group of participants included our elementary principals, elementary vice principals, and our supervisors. As we all know, there is always a debate as to what intervention is and what enrichment is. Our team developed a working definition to clarify the difference to address all levels of proficiencies. Our working definition reads as follows: "An intervention is a targeted approach to instruction based on a student's demonstrated area of need - academic, social/emotional, and behavioral. Interventions are systematic and designed so that the teacher, student, and school can track the student's progress." To provide consistency during the intervention period, the team developed an intervention protocol for both ELA and math.

Ms. Warren: Thank you, Dr. Friday. As Dr. Friday stated, we administered two surveys and we used the data for administrators and teachers who identified their intervention program as effective or highly effective. Some of the questions that we asked were, how often does intervention occur? The administration responses are on the left. Instructional staff is on the right. You'll see that for all of the answers they're pretty much in line. What is the length of your intervention period? What is the ideal length? Describe the intervention period. This was important. The two options were flexible or static. Static means that you see the same number of kids throughout the year regardless of their need. Flexible means you get the students who need you based on their demonstrated need at that time. You work on a finite set of skills and when students demonstrate proficiency they're no longer in that intervention group. Those are the two options. Based on the surveys, we arrived at the following. Effective intervention occurs daily. The ideal length is 30 to 45 minutes. Groupings are flexible.

Students record their progress daily. There are clearly defined expectations. There are sound research-based resources that the teachers are using. I know this chart is difficult to see, but it is in your folders. It describes the protocol for ELA and for math. Both include groups that are occurring concurrently. One group is working with a teacher. One group may be working with a web-based or computer-based platform. Another group may be working cooperatively or independently. All of those groups should be happening at the same time. It's not just the group that is struggling who gets to work with the teacher. Every single level of proficiency should have some time to work with the teacher so they're getting that human interaction. Intervention should not just be working on a computer with some adaptive program. Additionally, there are resources that are identified for the computer-based portion of the intervention protocol. There are many others, but these are ones that we found effective that are currently being used. There are plenty of options there as well. This is just a starting point. Of course, teachers and principals may elect to use additional resources. Our next steps include professional development for all practitioners. The first group would be the principals, explaining to them how the policy should be implemented. The policy was not changed. The guidance and the timelines is what were added to support it. Right now, we just had a policy with no how. It was just this is what you're doing and we didn't explain how it should be implemented. It's the same for the intervention periods. It was mandated that principals implement intervention, but we didn't explain to them effectively how to do it, so we're seeking to address that. Community outreach as well. Just like we went around to schools, Parent University, and houses of worship to state that this is the work we were going to be doing, we will return to explain what it is that we did and make sure all parents are well informed. We need to update our student information system so that the grades go in based on the weights that we're recommending. It also has implications for the planning of summer school, which we have already begun. This requires a pre-assessment for summer school based on our curriculum and a post-assessment based on our curriculum, which we currently do not have. It means that instruction has to be aligned to our curriculum. Are there any questions?

Comm. Castillo: First of all, I want to thank you and the entire committee. I know it took a lot of work and you guys have done a great job. I know especially in the last few years there has been a great demand from the parents not knowing exactly what's going on, and I think us not knowing how to explain it to a degree because we didn't know how. My child is doing great, but they're in summer school. My child is not really failing, but they're being recommended to be retained. It's that mixture of not knowing where their child was supposed to be at that given time, and us not really knowing how to explain it to them. I do want to say thank you. Are there any questions from the Commissioners?

Comm. Hodges: It is clear that a lot of work went into that. Unfortunately, I'm a visual learner. I cannot follow all that you've done there and I need to be able to see what you're talking about so it makes sense to me. I could not follow that. It was just a lot of details there. Is there any way I can get that material so I can look it over, possibly your slide presentation?

Ms. Warren: You have everything except the PowerPoint. Everything else is in the folder.

Comm. Hodges: Okay. You ended with trying to do something about summer school and making sure that was more effective in terms of moving the student forward. We've had instances here where in the course grade based on the unit test by teachers the student gets an A and then they fail STAR. I'm having trouble understanding how we

then put our faith primarily in the unit test. That's number one. We have received years of data which says we're not really closing the achievement gap of the state in performance overall in a substantial way. I'm wondering how these measures do that. They pinpoint on the area of trouble or commonality in terms of difficulty when it comes to the common threads that our students are having trouble with and how we are adjusting our curriculum to address that. Do the assessments themselves address what's being required by the curriculum? Is that universal? If it's not universal across the buildings, then you're running into a great deal of trouble being effective. I have more, but...

Comm. Castillo: I don't mean to interrupt, but I do think that we can also start by saying what STAR was supposed to be before. That's also a misconception on what the STAR was meant to be for.

Ms. Warren: As for the unit assessments, they're being used in varied ways, which is why we cannot use them this year for promotion. That's why we approached this twofold. Right now, everyone is using STAR. As we all acknowledged, there are inconsistencies because it's not aligned to the curriculum. However, our unit assessments are aligned to the curriculum. The reason we can't use them currently is because in some schools it's progress monitoring, in some schools it's just to determine whether instruction is aligned to the curriculum, in some schools it's counted as a grade, and in other schools it's not counted as a grade. Going forward for 2018-19 for that component everyone will know upfront this is the percentage that those unit assessments constitute. Therefore, everyone needs to treat them the same. There's going to be accountability where there isn't at this point. It's being used more as informational. Is instruction aligned to the curriculum? I think we all know if it doesn't count in my grade as a student, I might approach it differently. If it doesn't count in the grade as a teacher for something other than information for me, then I might treat it differently. That's why we can't use the AD20 now. Everyone has to understand what it's for. That's why it's going to be used going forward. When you say people are getting As, those aren't factored into the unit assessments. Going forward they will be. Just to answer Comm. Castillo's question, the STAR was originally intended to identify students for summer school, those who were below the 40th percentile. When we started adding other purposes to that assessment, then that corrupted the value of that data. Initially it was for summer school. Teachers and principals were using it for RTI. I personally trained my staff on using it for RTI. Then we added SGOs, which added the teacher evaluation component to it. Having taken it multiple times students knew it's really important for them to do really well on that last one so they don't have to go to summer school. You can't combine so many purposes on an assessment that isn't aligned to the curriculum. When we did our study that was not a reliable predictor. The unit assessments and the PARCC were more reliable predictors, as well as the report card grade. That's what we're weighing more heavily going forward.

Comm. Hodges: If the student is getting high grades in the unit assessments and then struggling on PARCC, does that suggest that there's a concern about the unit assessments?

Ms. Warren: In our study, and I can provide that data to you, the PARCC and unit assessments were more closely aligned. The lack of alignment was with the STAR and all of those other assessments. We actually did take a look at it, what letter grade the three and the four correlated to. In threes there was more frequency of C as an average. But when we got to fours and fives, there was more frequency with As and Bs.

Comm. Hodges: So then, what we were seeing in the classrooms were unit assessments that said that our students were passing at a similar rate in the classroom as they were passing the PARCC test?

Ms. Warren: There was a closer alignment because threes, fours, and fives were not necessarily looking at passing. The report card grades were more closely aligned to the PARCC and unit assessments. Understand, we can't rely on the units because not everyone is counting them as a grade. They're not being treated equally at this point.

Comm. Hodges: I'm worried about how effective they are at determining effectiveness or measuring the proficiency of the students.

Ms. Warren: Is your question if a child does well on the unit assessment should we expect them to do well on PARCC?

Comm. Hodges: That's exactly right.

Ms. Warren: It is more likely.

Comm. Hodges: If that were the case, then we should have had a lot of students receiving interventions before the PARCC test than we did now. We didn't.

Ms. Warren: I'm not clear on your question.

Comm. Hodges: I will say it again. Our PARCC scores were so troubling there should have been more intervention as a result of the unit assessments than there has been up to date. What you're telling me is that correlation was going to be that light.

Ms. Warren: There are two issues. One is that we were relying on STAR. As I said, that's not aligned to the curriculum.

Comm. Hodges: No. I'm concerned about the PARCC. If you're telling me there was a correlation there and our PARCC scores are low, then a teacher should have seen a classroom full of students who have low unit assessment scores and there should have been some sort of appropriate intervention attempted in the classroom in the first semester, not in the last.

Ms. Warren: Based on the unit.

Comm. Hodges: Based on the unit. That's what he or she has to look at. I'm not aware that that took place. That's what I'm trying to find out.

Ms. Warren: We certainly can't say that wasn't being done, but understand that we didn't use those for summer school.

Comm. Hodges: I'm not worried about summer school. I'm talking about just the PARCC to find out where this child is going to be. The STAR exam is what we use. I'm concerned about what the state is determining is a proficient student. We're not measuring very well on that scale. If you're telling me that there's a correlation between what's been found in the classroom, then my concern is what were the intervention measures being taken in the classroom in the first semester when you began to see that this child was struggling?

Ms. Warren: As I was saying, there were no clearly defined intervention protocols. That's what we're attempting to address. I'm going to backtrack to what curriculum and instruction presented one or two meetings ago. They actually took the PARCC data and gave individualized strategies for schools. That's an important component in how we're going to address intervention in that regard. What we're proposing going forward is now that we have that information and now that we know that we know the unit assessments are aligned to our curriculum, here's the protocol for delivering intervention. We hadn't done that before. We said do intervention. By the way, here's the STAR test. By the way, you have to go to summer school and also SGOs. So now we're being clear and intentional. These assessments are aligned to what we expect people to teach and if a student is not doing well, this is the point in time when you have to give them intervention and this is how you're going to give the intervention. There's more alignment from beginning to end now, which we didn't have in the past.

Ms. Shafer: And also more consistent throughout the district. This is going to be a handbook that the teachers and the principals will be trained on. This isn't optional. School No. 1 and School No. 2 will be using, maybe not the same intervention, but would be delivering the intervention strategies to the students based on the student needs. Before we had intervention periods but there was no consistent way in which to deliver that intervention.

Comm. Castillo: I think that we also have the curriculum based. I think that's where it started off. Now that we have the same curriculum in all the schools each school is learning the same thing across the board. Now the interventions and the assessments line up across the board. Then we should see the difference or a better number of how the students are doing throughout the year. As opposed to School No. 5 was following one curriculum and New Roberto Clemente was following another one. Now everyone is learning the same thing at the same time. Now when they take the unit assessments and the interventions now you will see more of a correlation to what they're learning in PARCC.

Comm. Hodges: So every school will have the same unit assessment.

Ms. Warren: Yes.

Comm. Hodges: What I'm going to request is a copy of the tape for the presentation so that I can follow it. If you can provide me at least the PowerPoint then I can put it all together. As I was listening I had a few more questions, but I didn't have a chance to write them down. I do have some additional concerns, but I want to hear the tape again. I'll explore it with them. Thank you very much.

Ms. Shafer: Let me just take a minute to thank Ms. Warren for taking the lead on this and also all the committee members. I know there were administrators, teachers, parents, and community members. Thank you all. Again, it's just another example of us all working together for a common goal. Thank you.

Comm. Castillo: Thank you so much. Is there anything else, Ms. Shafer?

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening. I want to say thank you to Ms. Shafer for commissioning this task force to do this work around the promotion policy. I add my thanks to the members of the committee and to Ms. Warren who did yeoman's work pulling us together and keeping us on track. I'm doing some work right now around aligning systems with students at the center. This is a perfect example of how that comes together. It's based on student need. We've looked at research-based programs. We've engaged the youth and the families in the creation of the program. There's clear communication of expectations and there's uniformity in accountability. These are the kinds of systems that we're looking for as we move forward. We did that with attendance. We're doing it now with promotion policy and I hope that we'll continue to put these teams together to bring us to the place where all our systems are aligned and all of them are looking at student need and placing students at the center. Thank you for the opportunity to serve on that committee to do this work. There's not much more to say on the budget that has not been said, except we cannot cut 120 staff members. The Governor will release his budget tomorrow. There's a press conference in Trenton that we will be attending on Wednesday. Linda Reid and I will be there to talk about how critical it is that we receive funding from the state to meet our children's needs. Anyone who can support, please do. It's noon at the State House step and it's promoted by Our Children Our Schools campaign, another group that I'm blocking right now. Please join us if you can and we will certainly bring Paterson's concerns to the State House. Thank you.

Ms. Marcella Simadiris: Praise the lord everybody. Tonight, I want to start off talking about field trips. I put in for three field trips. One got approved and one got rejected. This last one got rejected stating a lack of justification and we can't take the kids to the movies despite the fact that it's an opportunity that we don't have to pay for a bus. Last year I took the kids to go see Hidden Figures. I did justify it. The great thing about physical education and health standards is you can justify anything with those standards. One grade did it on core ethical values. The other one did it on the seven resiliencies. It was powerful. We watched that film. There were kids crying, screaming, cheering, and getting upset. It was just powerful. It was a privilege to share it with them. One thing that Ms. Rome told me about adolescence, especially adolescence in this community, a lot of them have seen more than I have seen. I was attempting to control and manage them, as opposed to teaching them self-regulation and having faith in them and giving them opportunities instead of constantly berating them. It's not working. I keep coming to the microphone and I keep telling you all this, but I don't know. The approach I witnessed to the culture and climate teams is not working. The New Jersey State Bar Foundation provides great services, training, and resources. I brought you some right here. I don't know who you want to give them to. It's one set to whoever you think is the appropriate person. Please look into having your director explore it and consider authentic implementation. It's all free. It's something that should be implemented schoolwide. This is just another free idea and resource I share. Sadly, nobody attempts to follow up or collaborate with me. Instead, I get referred to the direct person that I'm subordinate to in a current punitive culture in Paterson. That ends up getting you evaluated ninth period on Halloween or being scheduled to get evaluated with your most difficult class. I swear you don't give me three minutes. Culture and climate is big and if you all aren't really paying attention to it nobody has a chance to be successful, the children or the teachers. That should be your goal. 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:

Resolution No. 1

Whereas, the Paterson Public School District approves payment for the list of bills and claims dated March 7, 2018, beginning with check number 209835 and ending with check number 209910; and direct deposits beginning with number 162 and ending with number 175, in the amount of \$12,308,746.52; and

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

Paterson Board of Education Standing Abstentions

Comm. 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

Comm. Rivera

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

Resolution No. 2

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

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

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this

section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

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

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

CONFERENCE/WORKSHOP REQUESTS
March 12, 2018 Meeting

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Nicholas Moretta	NJ School Buildings & Grounds Association 2018 EXPO	March 12-14, 2018	\$200.00 (registration)
Building Management Services/ Facilities Department	Atlantic City, NJ		
Steven Morlino	NJ School Buildings & Grounds Association 2018 EXPO	March 12-14, 2018	\$200.00 (registration)
Executive Director of Facilities	Atlantic City, NJ		
Rodney Williams	NJ School Buildings & Grounds Association 2018 EXPO	March 12-14, 2018	\$200.00 (registration)
Director of Facilities	Atlantic City, NJ		
Neil Mapp	NJ Educational Facility Management Program	March 22, 27, 29, 2018	\$1,033.00 (registration)
Facilities Project Manager	Paterson, NJ	April 3, 5, 10, 12, 17, 19, 24, 2018	
Teresa Afonso	Transfinder Summit	April 17-19, 2018	\$1,255.80 (registration, transportation, lodging)
Supervisor of Transportation	Albany, NY		
Stephanie Cruz	Transfinder Summit	April 17-19, 2018	\$1,155.80 (registration, transportation, lodging)
Coordinator of Transportation	Albany, NY		
Michele Moya-Flores	Transfinder Summit	April 17-19, 2018	\$1,155.80 (registration, transportation, lodging)
Coordinator of Transportation	Albany, NY		
Linda Cobb	NJALL Conference	May 11, 2018	\$122.19 (registration, transportation)
Teacher/Adult School	Lincroft, NJ		
Vincent Arrington	NJSBA – Governance I: New Board Member Orientation	May 12, 2018	\$46.89 (transportation)
Board Member	Lawrenceville, NJ		
Linda Cobb	TESOL Spring Conference	June 1, 2018	\$31.22 (transportation)
Teacher/Adult School	New Brunswick, NJ		
Vivian Gaines	ISTE 2018 Conference	June 24-27, 2018	\$3,333.00 (registration,
Principal/SOIT @ EHS	Chicago, IL		

			transportation, lodging, meals)
Mary Howard	ISTE 2018 Conference	June 24-27, 2018	\$3,123.00 (registration, transportation, lodging, meals)
Board Member	Lawrenceville, NJ		
Nicholas Moretta	NJ School Buildings & Grounds Association	March	\$46.89 (transportation)
Board Member	Lawrenceville, NJ		

Total Number of Conferences: 13
Total Cost: \$11,903.59

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

Comm. Rivera

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

Resolution No. 3 was pulled

Resolution No. 4

Whereas, Don Bosco Technology Academy has provided incentive opportunities for those students who excel academically, possess excellent character, and represent the best of the student body of Don Bosco Technology Academy. It is also to enhance the subject matter being taught in class by providing a “living classroom.” Students will gain

valuable life experiences through travel, and experience a firsthand account of our democracy.

Whereas, Don Bosco Technology Academy seeks to travel for a total of four hours from Don Bosco Technology Academy to Washington DC on Wednesday, April 11, 2018 and remain for (2 days) with a return on Thursday, April 12, 2018. The total cost of the two (2) day tour field trip transportation from the district is \$5,000.00, which will include: (8) staff members and (46) male and female students in grades 6-8 that is reflective of the Don Bosco program community.

Whereas, Don Bosco Technology Academy (DBTA) maintains that all students have an opportunity to experience the role of a citizen of the United States. DBTA provides students with an understanding through a firsthand account, the process by which our government functions, and what students can do to prepare themselves to participate, and have a voice of their own future through student leadership.

Whereas, Don Bosco Technology Academy students will present a multimedia presentation of their experience, with parents and the schools community. Students will also prepare a written content for viewing by the student body and the school community.

Be It Resolved, that the Paterson Board of Education approves the two day field trip experience to Washington DC for a group of (46) students (transportation \$5,000.00) from Don Bosco Technology Academy on April 11, 2018 – April 12, 2018.

*The original submission was approved. The correct dates are Wednesday April 11, 2018 and Thursday, April 12, 2018.

It was moved by Comm. Ramirez, seconded by Comm. Redmon that Resolution No. 4 be adopted.

Comm. Capers: Who will be handling the transportation? Which company?

Comm. Castillo: Capt. Smith, can you give us the information for which bus company? We'll hold off on it until he gets that information.

Ms. Shafer: Jim, can you find that out while we move on? Thank you.

Resolution No. 5

Whereas, a Parent filed a due process petition with the New Jersey Department of Education, Office of Special Education; and

Whereas, the parties participated in a settlement conference at the Office of Administrative Law; and

Whereas, the parties reached agreement regarding all issues related to Agency Ref. Nos. 2018-27284; and 2018-27285 and

Whereas, the parties prepared a written Settlement Agreement and Release.

The settlement is hereby approved in accordance with the terms of the Settlement Agreement and Release submitted for consideration and attached to this form.

Now, Therefore, Be It Resolved, the Paterson Board of Education accepts and approves the amount of \$500.00 in full and complete settlement of the above captioned matter.

It was moved by Comm. Redmon, seconded by Comm. Simmons 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

Comm. Rivera

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

Resolution No. 6

Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the purchase of goods and/or services without public advertising for bidding pursuant to 18A:18A-37(c):

Whereas, pursuant to 18A:18A-37(c) the District is allowed to award contracts that “are in the aggregate less than 15% of the bid threshold” by resolution at a public meeting without public advertising for bids and bidding; and

Whereas, the District is in need of Special Project Consultant services to manage ongoing communication projects and program; and

Whereas, through solicitation of quotes, the below vendor submitted a proposal for a per diem rate of \$425.00; and

Whereas, through negotiations, the District and vendor agreed that the Special Project Consultant Services will be paid at a per diem rate of \$375.00, approximately 3 days per week and per hourly for beyond that.

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 1: Improve internal and external communication; and

Now Therefore, Be It Resolved, for the period of March 5, 2017 – June 30, 2018 fiscal year, Special Project Consultant services are awarded as follows:

Alan Knight 26370 Broadkill Road Milton, DE 19968	
Per Diem Rate	Travel
\$375.00	\$1,000 Travel/Per Diem/Lodging
Not to Exceed \$22,000.00	

It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution No. 6 be adopted.

Comm. Capers: What's the justification for this?

Ms. Terry Corallo: Good evening Board Commissioners. How are you? As all of you know, Alan Knight resigned and has left the district. He is now in Delaware. We've been very fortunate that his evening job has been taken on by Mr. Monther Harb, but Alan had a daytime job. What we're trying to do is just continue down that path of keeping this going through June 30. As you know, we have this Paterson Post that we issue daily and Alan writes and manages that whole process for us. He also does a lot of other writing for me. Marketing writing is a very nuanced area. It's not something that you can give to just anybody. We will be replacing Alan at a lower level come next school year. Alan will only be working three days a week. This is an up-to amount. The reason it's up to \$22,000 is in case he's needed to physically come here. Ms. Shafer did want him to come back in March just to do one more training with Mr. Harb for the March Board meeting because he didn't have a chance to really train him completely on that process. We do not expect it to really actually go over \$18,000, which is technically a savings from Alan's salary and benefits. It would be approximately \$10,000 between now and the end of June.

Comm. Capers: Thank you. So we're only bringing him in to do the Paterson Post?

Ms. Corallo: No, he does social media post writing for us, all of our social media management. He does event planning for us. We have an upcoming sports recognition program. He manages all of that and writes all of the talking points for that. He does press release writing for us. There are a lot of different things. Sometimes Ms. Shafer has several presentations that she needs to make. I'm working on some. He's working on some. We're still continuing the daytime work that he was doing as a supervisor.

Comm. Capers: Alan brings a lot of skill to the table. He's a great guy. He's a great employee. But we have to figure out moving into local control what type of Board we're going to be. Are we going to keep hiring consultants? In a lot of our campaigns, and the one I ran on, we said that we were going to stop hiring consultants. We have to

figure out what type of Board we're going to be going forward. We can't hire some consultants and then when the administration wants to hire a consultant we give them slack. We have to stick to a plan and be one way. We can't be all over the place with these consultants. It's getting out of control. That's why we have a budget shortfall. The consultant fee is like over \$3 million, and we're bringing another one on.

Ms. Corallo: Can I address that? I agree with you and I am not in favor of hiring a consultant. This is a temporary fix. I was certainly not expecting to lose Alan during a school year. This is almost as if you were hiring a temp service to have somebody just continue the job until I can replace him. I'm not going to replace at the same level. I'm actually going to replace at a lower level. There's a reason for that and that will come in time because we have to reorganize my team. I don't want to get into a personnel conversation. What I'm saying is that I'm not keeping Alan on indefinitely. This is a three-month period while I start the process of hiring a new person and going through interviews. We have now personnel Board committee meetings and then we have to go through a Board resolution. It's going to take me a couple of months before I can fill the job.

Comm. Capers: Terry, no argument there. Schools have this problem all the time. They lose an administrator, a teacher, or anything for a certain amount of time and they have to figure it out.

Ms. Corallo: But there are substitutes also...

Comm. Castillo: Guys, we're not going to go back and forth.

Comm. Capers: I'm asking a question. I'm not arguing.

Comm. Castillo: Commissioner, I know you can ask the question. I just don't want you and the administration to go back and forth. Please finish your question and she can answer. It's not to you.

Comm. Capers: What can the administration do? My point was if a school loses a supervisor or anything else like that, somebody in that school takes on extra responsibilities. Is that correct?

Ms. Corallo: Absolutely.

Comm. Capers: What is the issue here?

Comm. Castillo: That's a question more for Ms. Shafer as Superintendent because at the end of the day, this is her team. I think that question should go more towards the Superintendent because this is her building.

Comm. Capers: We're all here.

Ms. Shafer: The communication department is made up of three individuals. One is George who goes out and does a lot of the photographing, videotaping, and also some writing.

Ms. Corallo: And manages the website.

Ms. Shafer: And the website. Alan was doing a lot of the writing and the Paterson Post and Terry does a lot of the media. It's a small department and to lose a person so

quickly, and that's kind of what happened, we needed to put something in place so that we could continue. I'm trying feverishly to change the image of the district to get as much positive press out there as I possibly can. We do that through the Paterson Post, social media, and other venues. It is a small department and I understand exactly what you're saying.

Comm. Capers: To add to that, can we use our journalism kids? If it's to write flyers and stuff like that, they would love to do stories. I know Tap Into Paterson is doing an internship program that they partner with the district on. Can we use them? That's free. We have to think outside the box and how we can make it work. That's what I'm saying. We can use the seniors. That gives them job training and other skills.

Comm. Castillo: Dr. Hodges, do you have a question?

Comm. Hodges: Yes. I'm a little concerned about the hiring at a lower level, whatever that means. I'm hoping it doesn't mean that we're going to have a lesser presentation moving forward.

Ms. Corallo: I apologize. I meant the title. Again, I don't want to get into a personnel conversation, but things fell into place because other people left. We have a tendency to just sort of fix it as we're going and I'm trying to do this a little bit differently and strategically and think about the future of the communications department and what our needs are. I'm happy to have that conversation with the personnel committee at the right time, but right now we haven't finalized that. I don't want it to sound like we do not care about the communications of the school district because we do. I also have a meeting this week with a potential intern. My point is that right now I'm at a loss. I have an immediate loss right now. To train someone else to do the job will probably take two to three months and by time Alan will be gone anyway. The contract will be over. I'm just trying to find someone to take the place for the couple of months.

Comm. Hodges: Since I'm not on the personnel committee, the question is mine. It doesn't seem to be a question for them. I didn't want to overstep the bounds, but I have to put that out there.

Ms. Shafer: To answer your question, Dr. Hodges, this is a priority for me, the perception of the district. I think right now we're on the right track. We're continuously trying to flood the reporters with what's happening in the district. I speak to the reporters once a week on Thursdays at the same time every week to answer any questions they have and to continue to change the perception of the district. We're not going to digress. We're going to continue to move forward.

On roll call all members voted no, except Comm. Hodges who abstained. The motion did not carry.

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

Comm. Rivera

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

Resolution No. 7

Whereas, the Department of Facilities has the need for an Engineer of Record for the 2017-18 school year; and

Whereas, engineering services fall under the bid exemption of professional service contracts per 18A:18A-5(1): exceptions to requirement for advertising and shall be awarded for a period not to exceed twelve (12) consecutive months; and

Whereas, proposals were received in the 2016-17 school year from four (4) engineering firms, including Pennoni Associates of Philadelphia, PA; and

Whereas, at the board meeting of June 21, 2017, item #F-93, an award was made to Pennoni Associates for Engineer of Record, for the 2017-28 school year; and

Whereas, this award is being made as a professional services award under 18A:18A-5(1); and

Whereas, Pennoni Associates has agreed to hold the rates from the original proposal of November 4, 2016 for the 2017-18 school year; and

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority II: Creating and Maintaining Healthy School Cultures; now

Therefore, Be It Resolved, the Executive Director of Facilities and the State District Superintendent recommends the award of a contract for Engineer of Record Services for the 2017-18 school to:

Pennoni Associates, Inc. One Drexel Plaza 3001 Market Street Philadelphia, PA 19104
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Not to Exceed \$50,000.00

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

Comm. Capers: Didn't we just award this company more money?

Ms. Shafer: I'm going to ask Mr. Matthews to come forward and clear up any confusion that there might be.

Mr. Matthews: Good evening Commissioners. Pennoni was awarded for the first time in June 2017. They were awarded for the 2017-18 fiscal year. The resolution had the actual calendar year crossed out. It said 2017-18. We didn't do any work with them until the summertime when they had to review the plans for the guardhouses. They've been awarded for the 2017-18 year. We've since revised the resolution so that it's a clean resolution for the 2017-18 year. That's currently where it stands right now.

Comm. Capers: I'm totally confused now. I'm just going to repeat what you said to me. You're saying the Board voted to pay this company in the 2017-18 school year in June.

Mr. Matthews: Yes. They were approved in June 26, 2017 for the 2017-2018 school year.

Comm. Capers: Why are we paying them additional money?

Mr. Matthews: It's not additional. They didn't do any work for us in 2016-17. The first time doing work for us was in the summer of 2017 when they did the plans for the John F. Kennedy guardhouses. We paid them the \$15,000 to do the plans for the John F. Kennedy guardhouses for the work they did last summer.

Comm. Hodges: Now you lost me.

Comm. Capers: I'm still confused.

Comm. Hodges: You said we voted to approve this in June of what year?

Mr. Matthews: June 2017 and the resolution was for the 2017-18 school year.

Comm. Hodges: Why are we paying them \$50,000 for June 2017-18 now?

Mr. Matthews: We paid them \$15,000 for work they did last summer.

Comm. Hodges: So this is for...

Mr. Matthews: What we're doing right now in this resolution is cleaning up the prior resolution that was misquoted, meaning that the calendar year 2017-18 was written into the resolution. The resolution should have been 2017-18, but it was written in there. We're now putting forth the resolution because we're also trying to make sure we get the contracts on file for 2017-18.

Comm. Castillo: I think maybe we're all on the same page right now.

Comm. Hodges: No, we're not.

Comm. Castillo: Confused-wise.

Comm. Redmon: I'm confused.

Comm. Castillo: Hold on. Let Ms. Shafer explain it. I think we're all over the place.

Ms. Shafer: In June 2017, Dr. Evans and Daisy put forth a Board resolution for this to be the engineer of record for the 2017-18 school year, which would be July 1. It happened in June.

Comm. Hodges: For July 1.

Ms. Shafer: It was a professional service. You don't necessarily have to have a contract. We usually have contracts for everything and under my watch I want a contract because it's binding and it's all there. There was no contract when this went through in June.

Comm. Hodges: For \$15,000.

Ms. Shafer: For \$50,000.

Mr. Matthews: There was no number at that time.

Ms. Shafer: There was no number at the time and the resolution was crossed out from 2016-17 to 2017-18. At best, it was messy. What we said was we are going to redo the resolution and we are going to put an amount. We are using the amount that they submitted last year and we are going to have a contract. We put all of that together now. It is the same engineer firm that is going to be the engineer of record, but now it has a clean resolution and a contract.

Comm. Hodges: And it supersedes the previous resolution. That's the key term that I'm missing. Had I heard that, then I would have... I wish this could be amended to say that.

Ms. Shafer: Okay. We can add it to say it supersedes and it was June 26.

Comm. Castillo: Can we take back the motion for the vote and do the amendment?

Comm. Hodges: No. You just amend the motion. I submit a motion to amend the current motion to say this contract supersedes the previous contract that was vote on June 26, 2017.

Comm. Martinez: I second it.

It was moved by Comm. Hodges, seconded by Comm. Martinez that Resolution No. 7 be amended to say this contract supersedes the previous contract that was voted on June 26, 2017. On roll call all members voted in the affirmative. The motion carried.

Comm. Hodges: That's rare.

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

Comm. Rivera

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

Comm. Castillo: We have to go back to Resolution No. 4. Capt. Smith, do you have the name of that company?

Comm. Capers: He showed me.

Comm. Castillo: Gerber Tours.

Resolution No. 4

Whereas, Don Bosco Technology Academy has provided incentive opportunities for those students who excel academically, possess excellent character, and represent the best of the student body of Don Bosco Technology Academy. It is also to enhance the subject matter being taught in class by providing a “living classroom.” Students will gain valuable life experiences through travel, and experience a firsthand account of our democracy.

Whereas, Don Bosco Technology Academy seeks to travel for a total of four hours from Don Bosco Technology Academy to Washington DC on Wednesday, April 11, 2018 and remain for (2 days) with a return on Thursday, April 12, 2018. The total cost of the two (2) day tour field trip transportation from the district is \$5,000.00, which will include: (8) staff members and (46) male and female students in grades 6-8 that is reflective of the Don Bosco program community.

Whereas, Don Bosco Technology Academy (DBTA) maintains that all students have an opportunity to experience the role of a citizen of the United States. DBTA provides students with an understanding through a firsthand account, the process by which our government functions, and what students can do to prepare themselves to participate, and have a voice of their own future through student leadership.

Whereas, Don Bosco Technology Academy students will present a multimedia presentation of their experience, with parents and the schools community. Students will

also prepare a written content for viewing by the student body and the school community.

Be It Resolved, that the Paterson Board of Education approves the two day field trip experience to Washington DC for a group of (46) students (transportation \$5,000.00) from Don Bosco Technology Academy on April 11, 2018 – April 12, 2018.

*The original submission was approved. The correct dates are Wednesday April 11, 2018 and Thursday, April 12, 2018.

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

Paterson Board of Education Standing Abstentions

Comm. 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

Comm. Rivera

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

Comm. Castillo: Before I make the next motion, Teneish, you've done a great job on your first meeting. Cheryl is not here with us. She's out to surgery and Teneish has done a great job.

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS NEGOTIATIONS AND PERSONNEL

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

The Board went into executive session at 8:00 p.m.

The Board reconvened the meeting at 9:55 p.m.

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

The meeting was adjourned at 9:57 p.m.