

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

February 7, 2018 – 6:32 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. Kenneth Simmons

Absent:

Comm. Flavio Rivera

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
February 7, 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: We do have a few presentations this evening. Ms. Shafer will guide us through them.

PRESENTATIONS AND COMMUNICATIONS

Union Avenue School Project

Ms. Shafer: Good evening. We have with us tonight for the Union Avenue School Project, which is the Old Don Bosco site, the New Jersey Schools Development Authority. I'm going to ask Neil Mapp if he would come forward. I'm going to also ask Deputy Susana Peron to say a few words and then Neil can come up and introduce the SDA.

Ms. Peron: Good evening everyone. It is my pleasure to present this project team working together with us on the new location, as Superintendent Shafer said, the Paterson New Middle School at Union Avenue. We have been working since the beginning of the school year as a team together. Tonight, the Schools Development Authority is here to present the project, the process, and the timeline along with Neil Mapp, our Facilities Project Manager. Tonight, we have Charley McKenna, the Chief Executive Officer for New Jersey Schools Development Authority, Mr. Richard Sherman, Managing Director of Design, and Mr. James Rocille, Senior Program Officer, who will be guiding us through their presentation.

Mr. Charley McKenna: Good evening everybody. My name is Charley McKenna. I'm the CEO of the Schools Development Authority and we have been doing a lot of work in the last four years in Paterson. We've built two schools so far. This will be the third school that we've built in addition to purchasing Paterson Catholic, which will be turned over to you. Right now, it's being used as swing space for the Union Avenue School, the former Don Bosco School. I'm not sure whether I work for public education or for the diocese because we deal with Don Bosco and Paterson Catholic. They truly are now public schools. I want to also thank the Board which we've worked with for a number of years on all these projects. Jim Rocille is going to talk about the actual building of the school in a while. It's going to seem like it's easy, but there is an incredible amount of work that goes into making sure that this educational facility is going to meet the educational needs of the children. We don't really do that. We're the builders. We rely very heavily upon the district and the educators to tell us exactly what it is that the students are going to need so that we can build it. That is over many months and long arduous meetings and ultimately we arrive at this building that gets set down. I want to underscore the amount of work that is involved and the amount of collaboration that we do in order to get here. I'm going to take you through some of the logistics of this project and then Jim is going to get up and talk more about the aesthetics of the project. I'm looking at the agenda and they're starting off on a high point. We're talking about building new schools and later on you're going to get bogged down in funding and budget. They're doing this in the right way to get your attention first. Just a little talk about how it is that we build schools. This school is going to be advanced utilizing what's called the design/bid project delivery. In years past, we would do what we called design-bid-build. That is, we would go out and hire an architectural firm and they would design the building. We would then take those building plans and bid them out to a builder. The builder would build that building for 'x' amount of dollars. That was two procurements that took an extra four or five months. Invariably, when the builder started building the project they would say they couldn't really build it according to the plans. They need changes in the plan. That would engender change orders, negotiations, and disputes. Sometimes work would stop and it was very hard to predict both the ultimate cost of the building or the time that building was going to be completed. We found that when we used design-bid-build the change order costs ran as high as 12% of the entire project. We no longer build that way in most instances. We use design-bid. We have a design studio in-house. Richard Sherman is here

tonight. He's the head of that design studio. Jim works there as well. We basically design the outlines of the building. If I can liken it to a book, we set up the table of contents and the structure for that book and then we bid the table of contents out to a builder and a designer who pair up. The designer works with the builder and together they come up with the final plans for the building based upon the outline that we give to them. That means when they come back to us later and say they can't build it according to the plans, we say, "They're your plans. Don't come to us. That's your cost." We have found that when we do that, the cost of the change orders went from 12% to about 1.5%. It means that our costs are much more predictable. It also means that we no longer have these disputes and that we can rely pretty securely on the timeline that we're given. In addition to that, when you do a design bid build the DCA, which is the entity that gives out all of our building permits, they permit us to build these buildings in phases. We can go in and start building the foundation for the building while we are still working in the design. Then when the design gets approved we put the building on top of the footings, foundations, and underground utilities that they have already let us do, and that has compressed the time in which we build a school by anywhere from 12 to 18 months. Using design/build we find that we can contain our costs, we can better predict the time, and that time is one year or 18 months quicker than we did when we were doing design-bid-build. We have delivered nine projects that way. I believe one of the two schools in Paterson were design-build. It works out really well for us and for the school districts. Additionally we do an early site package. In the past we would let the builder deal with the site. Oftentimes, especially in places like Paterson or Newark where there's a lot of industry, they would find hazardous situations or environmentally problematic building sites and that would also put the project off while we dealt with the environmental issues. Now we have an early site package and we make sure that when we turn the site over to the builder that that site is environmentally sound so we're not going to have those delays. In this instance you have a school that's already been there and it's not like we're going in and building on a dye factory which would have environmental problems. That's not something we have. One of the things we do have in Paterson, as unfortunately many of you have to live through, is flooding and the fact that much of Paterson is below the designated flood levels. There is something called dry access. That means that the DEP requires that whenever you're building a facility that there is vehicular access to that for special emergency services people and the like that access has to be one foot above the flood plain. One of the problems is that just doesn't exist in a lot of places in Paterson and at this building site. We have to go to the DEP and get a waiver for that, which we're in the process of doing. These waivers are given out routinely so long as you make a good presentation as to why you need it. We don't expect that we're going to have a problem with that, but in a worst-case scenario if they said that we wouldn't be able to build here, we wouldn't be able to build here. We don't anticipate that's going to be that situation because they've had a school there for many years and we're merely replacing that school. It is a hurdle that we will need to get over, but I've been assured by the DEP that that's a hurdle that we can get over. The early site package is going to reduce the potential for unforeseen conditions and the Paterson middle school early site package was awarded to a general contractor back in June 2017. We expect that it's going to be substantially complete by May of 2018. Right now, they are taking the existing building down. They will make sure that the ground is environmentally sound. Then we will be able to turn it over to the design builder, which is basically a clean site, and they will be able to stay on the project. The early site package contract was awarded back in June 2017. They started construction, which was actually destruction in this case, in August. We expect them to be completed in May. While that was going on, we started the initial in-house design of the building way back in 2017 in September. We expect to complete that in-house design next month. Once we complete that, we will do the advertisement and the procurement for the design builder, which we expect to advertise next month in

March. We expect that the contract will be awarded in the third quarter of 2018. That's in August through September. We will award the contract in the third quarter of 2018. The design-build phase will start right away with the design. We expect that the school will be occupied in September of 2021. That's the date we will shoot for. I'm now going to turn it over to Jim and Richard to talk about the program overview, which is going to get into the nuts and bolts of how the school will operate and what the school will look like. We will take any questions you have at the end. Again, I want to thank you all for coming out on what is not such a nice night. It's really heartening to see such a great turnout from the community for the school. I want to thank the Board and the Superintendent for all of the incredible work they did. I noticed that Capt. Smith is here and he will keep us all safe.

Mr. Richard Sherman: Good evening. I'm going to give you a little bit of a background, talk a little bit about the design. Jim is responsible. He's the day-to-day oversight manager of the project. I'll let him talk and give you a little more detail on the design. At the start of any project like this the first thing we do is we work with the district and the Department of Education to develop a target space program. That's nothing more than a list of the number, type, and size of spaces that go into the building. It's a very important controlling document for us. It's also the first point where we're able to work with the district to make sure we're delivering the right school, the right numbers, and the right types of spaces. The target space program is developed with the district and the Department of Education. It calls for capacity of about 1,000 students in grades 6-8. The way the Department of Education has us calculate capacity, that number is downgraded a little bit. In reality this school, when it's completed, will have a maximum capacity of about 1,100 students. If the school is filled, and I suspect given the overcrowding in Paterson it will be filled, that's what we're looking at as maximum capacity. Within that program we've started the work through an organization which you will see when we present the design. It is a large school. 1,000 sixth to eighth graders is a lot of energy and a lot of other things. One of the things that are built into the program for this is what we call small community learning organization. In essence, that means even though there are roughly 1,000 students here, the program breaks it down into three SLCs or small learning communities. Sometimes people talk about a school-within-a-school. It may be that those will be grades 6-8, but we've had discussions with the district. They may decide that each of those small learning communities is actually its own middle school. When you see the plans, the building is really structured very much around this. Within each of those small learning communities we have 12 general classrooms and 2 self-contained special education rooms. Each of those small learning communities has three science labs, one art room, one project lab, which is essentially what we call Maker Space now, as well as small group instruction rooms. Each of those has a small administrative component of its own as well. That's the basic complement of what you need to educate students. The goal here is to take this larger school and break it down into something that's going to allow the students to get more personalized attention and deal with the large size of the school. In addition to that, we have shared core facilities. These are the spaces that all the students will share over the course of the day. Some of them are pretty obvious like PE facilities. In this particular project we have a three-station gym along with supporting facilities. When we went through a program with the district we've actually two spaces. There's one that's occupational therapy and another one is physical therapy. Although they're side-by-side, there is some distinction in what each of those does. We have instrumental and vocal music rooms. The building will have a media center with a computer lab and a cafetorium with stage. When we do a cafetorium, as has been the case with other projects in Paterson, we size the space to accommodate all the students in two seating's rather than what's typical with the DOE 3. That's something that comes with the particular approach. In this instance, for dining the cafetorium has a seating capacity of something above 500

students. When it's set up for performance and the stage is in use, about 1,000 students can be accommodated. The stage also doubles as a dance studio. This is something that came up in conversation with the district. There was a desire to provide this program. The space limitations didn't really allow us to add another space, but we thought it through and said the stage doesn't get used every period of the day. We can equip it so it can also function in that capacity. It has an operable acoustic partition that allows it to be closed off from the cafeteria when it's being used that way. Other typical support things here are student services, child study team, guidance counselors, central administrative offices, a food service operation, and a number of spaces that are really geared towards building operations supports, such as custodial spaces and supply storage. Are there any questions about the program?

Comm. Castillo: We will wait until the end of the presentation and then we will get all the questions.

Mr. Sherman: That's the background. We'll finish the presentation and be happy to answer any questions. I'm going to hand it off to Jim and let him walk you through the actual schematic design here.

Mr. James Rocille: Good evening everybody. We will walk you through the site plan and then the elevations. What you're looking at here is the site plan. North is catty-cornered up into the left. The road at the top of the sheet is Sherwood Avenue, also Don Bosco Avenue. Union Avenue is on the left. Linwood is at the bottom. Charley talked briefly about some of the flood hazard area issues. Molly Ann Brook cuts across the site at the right corner there. One of the things that we identified early in the process is how to site the building and access to the building. One of the things that the working group identified early is that Sherwood Avenue was probably the more appropriate roadway for main entrances to the building. There's less traffic then there is on Union Avenue. There's ample sidewalk space. Conversely, Linwood is a dead-end road. With the neighbors across the street and the trucking company it seemed more appropriate for it to be the service side of the building. That's how we got to the siting there. The gray area is the building as a whole. There's also a 23,000 square foot play area in the back corner of the building. That's pretty much the site plan. It's a four-story building. The plans you're looking at here, the plan on the bottom is the first-floor plan. Again, we've got a main entrance right near where Neil is pointing there. A little further closer to the corner is a student and community entrance. We have two major accesses to the building. The community entrance is particularly sized for access to get to the cafetorium and when we look at the upper floors the gym is upstairs for public use. We did work out a security access doorway so that we can close off that section of the school for public use without exposing the rest of the school. Rich mentioned the stage associated with the cafetorium. There's a kitchen on the other side. Also associated with the cafetorium is the vocal music and the instrumental music rooms across the corridor there as a unit. Then we have in the inside corner there the building services and the receiving area. As far as the core component items, the one item that is available to the public is the media center. Again, there's an access to that that is on the public side of that security doorway. Then the other administrative functions, such as main office and student services, are on the first floor. On the second floor, which is the plan immediately above it, the second through third floors, the instructional areas are virtually identical on all three floors. It ties into what Rich was talking about as the small learning communities. It gives you some flexibility as to how you're going to use the spaces. Each floor basically follows the program. There are 12 general education classrooms and two more special education classrooms, three labs, art space, that Maker Space on each floor, as well as the administrative spaces and the like. That's common to all three of those floors. What's specific on the second floor all the way at

the left end there is where that OT/PT space is located. Moving up to the third and fourth floors, the third floor is the one of the bottom. That yellow space there is the gymnasium stacked over the cafetorium. Again, we got to this four-story stack scheme in order to leave some space on the site for that outdoor PE play area. Then the rest of that instructional wing is identical to what's on the second floor. That space that's the OT/PT space on the second floor is the restrooms associated with the gym in this case. On the fourth floor the instructional spaces are the same. In this case, that space that was the OT/PT spaces on the second floor is the computer lab on this floor. That's the site and floor plans. We threw this in here just to give you an idea of what the volume of the building is. I'm sure you've seen the stuff that's on the board. Those are two-dimensional elevations. It gives you an idea of what the actual shape of the building is that they're applied to. This view is at the corner of Union and Sherwood. If you're familiar with the site, you're basically three stories above that firehouse that's catty-corner from the site. The elevations that we're going to show you in the next couple of slides, the front elevation and the main elevation is that left side. Then we did just the one side on Union. Until we're settled on what the elevations are we really haven't developed the inside yet. Those will follow in line with the other two. What we're going to show you here is three different iterations. We've been through a couple of different meetings with the working group and we started in one place and have gotten to a pretty good place. This was the first pass at the building. There were a couple of things that came out of an initial conversation for some continuity with the last school that we did, School No. 16. The masonry colors and the materials are very similar to what we did at School No. 16. In addition, this particular scheme shows some horizontal striping, which the design at School No. 16 also had. In this scheme we introduced these two vertical entry elements. The tall one is the main entrance and the slightly smaller one is the student entrance. Associated with those entrances we have some prominent canopies that protect those entrances for the people going in from the weather. We got some feedback from this. For most people it was a little on the boring side. They were looking for something that looked a little less industrial for the site so we went to the second iteration here. Instead of that horizontal banding, we started to introduce a pattern into the masonry where we're trying to break the building down into something that's more along the scale of the neighborhood, the one and two-story houses, instead of leaving it as a horizontal block. We also introduced between the two entrances this lighter area here for the major signage for the school once we got to the point where we knew that the main entrances were going to be on Sherwood. The other thing that's kind of hard to pick out here that turned up in this iteration was we introduced some electronic message boards for the building. One is associated with the main entrance and one actually on Union so that the folks driving by can see what the upcoming events are. Finally, this is the iteration that we're at now. This is the product from our most recent meeting. That lighter element between the two entrances has been accentuated. It's a little larger. It also projects from the building just slightly to give the building some relief. The patterning is a little different along the cornice there. We also introduced some metal panels to the elevation. The program here is going to be modeled as a STEAM school, so we thought the metal panels would help with that kind of imagery. We've also moved the flag to a more prominent location. It was squeezed in before between the elevation and the roadway. We wanted to make that a little more prominent. That's the latest iteration of the elevations and that is the end of the presentation. Charley, do you want to say a few closing remarks? Or are we just going to open it up for questions?

Comm. Hodges: Commonly the nurse's office does not have places where students can have some privacy. I was just wondering what the accommodation was here. That's a frequent problem and as a physician I'm very sensitive to it. We have that all throughout the district.

Mr. Rocille: As the nurse's office is currently configured, it's actually two spaces. There is an office space with five or six cots that do have curtains for some privacy there. There's also a space in the back like an exam room with another cot. That is a separate room that can be closed.

Comm. Capers: You said the gymnasium is going to be on the third floor?

Mr. Rocille: Yes. The volume extends through the fourth floor because it's tall.

Comm. Capers: What are the dimensions of that gym?

Mr. Rocille: As Rich mentioned, it's a three-station gym. When open it's ample for a high school sized basketball court with lots of runoff on the sides. It's also sized as a three-station gym. You can run three basketball courts perpendicular to that.

Comm. Capers: How many people can fit in there at one time?

Mr. Rocille: For an assembly space?

Comm. Capers: If you want to have a basketball game or anything.

Mr. Rocille: As far as bleachers are concerned? I don't think we have quite that many. I want to say we're a little over 200 in bleachers.

Mr. McKenna: The bleachers will be retractable. For a game they will come out, but for a gym they retract back into the wall.

Comm. Capers: In our community we're heavily involved in sports. We're a big recreation town. What is the flooring going to look like?

Mr. Sherman: I have to start by saying I appreciate the community use, but our funding is for building schools. That's what drives some of our decision-making. In elementary and middle schools, we provide composition flooring not a wood floor. That's our standard. We've had discussions with the district. There's an option, if the district chooses, to pay for the difference in cost between our standard and wood flooring. I think that conversation is still open.

Comm. Capers: What's the difference in cost?

Mr. Sherman: Less than \$50,000.

Comm. Capers: Why can't you guys provide that?

Mr. McKenna: We have general building standards and requirements for what we need. High schools get wood floors and junior high schools get composite floors. Our money doesn't come from the budget. Our money comes from bonds and those bonds generally are for k-12 education. We put a focus on the education. We find that for elementary schools and junior high schools the composite gym floor is sufficient for those purposes. For every dollar I save on that, that's another dollar I put to different schools. It's a standard we do across the board.

Comm. Capers: Every district is not the same. We're a recreation town. If you look at our district and compare it to any other district in this surrounding area, we have multiple

after-school and recreation programs going on in our city. It's important that we have the wood floor because it can last longer.

Mr. McKenna: I don't know that the wood floor lasts any longer, but that's why we give the district the option. If that's important for you, then we will do it, but the cost is borne by you. I have other places that say they have music programs so they want a specially built acoustic space and I can't accommodate that either. We build a standard school that we think meets the general needs and if there's a focus that a particular district has, then that district can put their money to that.

Comm. Capers: Thank you.

Comm. Hodges: There's a computer lab on the fourth floor and third floor as well?

Mr. Rocille: No. There's one space for a computer lab on the fourth floor. Underneath that on the third floor are the public restrooms associated with the gymnasium, and underneath that on the second floor are the OT/PT spaces.

Comm. Hodges: How large is that computer lab?

Mr. Sherman: It's at least 900, but I'll double check.

Mr. McKenna: 1,200 square feet.

Comm. Hodges: 24 students? Is that the only computer lab in the school?

Mr. Sherman: It is, but we will be doing one-to-one mobile computers. Every student in the building will have a portable computing device assigned to them. The computer lab is above and beyond that.

Comm. Hodges: You're supplying those?

Mr. Sherman: We are.

Comm. Hodges: Excellent. I like it.

Mr. Sherman: That's a bone of contention I have with the Department of Education, but for now we supply them. It's a matter of funding. I'm not saying they shouldn't have them. It's a matter of who pays for it. Right now, we do pay for them.

Comm. Capers: Can we get some more out of you?

Mr. Sherman: It's no different than any other district I go to.

Comm. Capers: Is there an auditorium in this building?

Mr. Sherman: They call it the cafetorium, which I hate because it sounds like crematorium. It should be called the "auditeria."

Comm. Capers: Is there going to be a stage in there?

Mr. Sherman: There's a stage as well. It's for multi-purpose use.

Comm. Capers: I don't see any handicapped accessibility ramps.

Mr. McKenna: That's required by code.

Comm. Capers: I'm talking about on the outside. There's an elevator I'm assuming.

Mr. Sherman: Yes. There are ramps for entrance.

Comm. Hodges: You provided some very good furniture at School No. 16, which enables a lot of open spaces and project designs. Will that similarly be provided for this building?

Mr. Sherman: We do furniture and fixtures. We sit down with the district and you get an array of furniture from which to choose. There's a budget attached to it. Then they sit down with the procurement folks in my office and they choose the furniture.

Mr. McKenna: You're making reference to School No. 16. Because this is a middle school, some things are different. The starting point was to look into grade 6-8 spaces science classes and general classrooms. That's where we started.

Comm. Martinez: I just wanted to say thank you to you all for bringing this presentation. We're excited about the prospect of this school coming to fruition. Keep us abreast of any updates as you move along.

Mr. Sherman: That's our job, so we're happy to do it.

Comm. Hodges: What's going to happen to Linwood in terms of parking and managing that street? That's a major issue.

Mr. Sherman: Because you are below the flood plain, the Department of Environmental Protection is not going to permit us to put parking in.

Comm. Hodges: Where is the parking going to go?

Mr. Sherman: Parking is one of the things that we don't generally provide. In this instance, I assume that the only way that parking can be provided is by elevating that and it's not something that we can do. That's the Department of Environmental Protection. You're going to have to deal with them on it, but we can't provide it.

Comm. Hodges: Won't the access to the fire department to that building be through the Linwood entrance?

Mr. McKenna: Actually, it would be on the intersection of Union. The main entrance of the building, which is what you want to access, is on Sherwood. You're roughly 300 feet away from the local fire station.

Comm. Hodges: Is this a LEED...

Mr. Sherman: It will be a LEED-certified building.

Comm. Hodges: What kind of LEED, silver or gold?

Mr. Sherman: It only has to be LEED. The way we pick contractors they come in and do a presentation. We don't pick a contractor based only upon the bid. 40% of the scoring that we use is based upon the technical presentation. Part of that technical

presentation is the builder's approach to LEED. Some builders will go for gold. Gold costs money, so it's all about part of the bid. That's part of the presentation that they get scored on. Generally, the roofs are designed to take solar panels. Most contractors don't include solar panels in their LEED, so we don't pay for it. It's there if the school wants to add it later.

Comm. Castillo: I do want to let the public know that these fine gentlemen will be at John F. Kennedy High School tomorrow from 6:00-8:00. If the public has more questions and want to hear the presentation as well, that will be available. I just wanted to add that in.

Comm. Hodges: Are there any exits from the building on the Linwood side?

Mr. McKenna: There are. The gym is considered, from a code perspective, an assembly space. It has a pretty high occupant load and there are literally four stairs that serve that as well as the rest of the building. Two of them do discharge on the Linwood side.

Comm. Hodges: I'm just worried about a fire. Where would the kids evacuate? I know there's Sherwood because you have two entrances there that are noted.

Mr. McKenna: In terms of the design of the building, we provide the required number of exits. Where the kids evacuate to is really an operational issue.

Comm. Hodges: We will decide.

Mr. McKenna: That's correct.

Comm. Hodges: My concern is just where the exits where.

Comm. Capers: When you say you provide the one-to-one initiative in the school...

Mr. Sherman: For the computers. Every kid gets a computer.

Comm. Capers: What type of computer are you looking at?

Mr. Sherman: That's going to be something we work out with the school, I guess? It will be based on whatever the district standard is.

Comm. Capers: For example, if we're moving into Chrome Books, that's what we're going to get.

Mr. Sherman: Right.

Comm. Capers: Are we making the teachers one-to-one as well in terms of updated smartboards?

Mr. McKenna: All the teachers will have mobile devices as well.

Mr. Sherman: Not all the classrooms have smartboards in them.

Comm. Capers: I'm talking about updated smartboards, not the old ones that we have already. I'm talking about the new ones.

Mr. McKenna: One of the things that we do with regard to this is we're working with the district on what we call an IT fit-out plan now. We'll identify all the devices and we will set a budget. We will come back in about two years and revisit that. What is current now is likely to be something different. We will be buying the latest technology when the time comes.

Mr. Sherman: That's one vexing area for me. That's one budget item that I can't figure out in the front end because oftentimes the technology changes and we wind up having to up the budget to meet that technology.

Comm. Capers: Right now, what is the technology budget?

Mr. Sherman: We can have it for you tomorrow night, but I guarantee it's north of \$1 million.

Comm. Castillo: We have the questions about where we would go in case of a fire or the types of computers. I just want to take this moment as well for Ms. Shafer and our Deputy Superintendent to have a list sent to us of the things for operations that we're receiving and the operational standards that we will be meeting for that school as well. Then we can always go back to the SDA if we have further questions that we want answered.

Mr. Sherman: Our present IT budget for this building is \$2.2 million.

Comm. Capers: Does the building have backup generators?

Mr. Sherman: Yes, but it's not going to power the entire building. It powers emergency lighting so the students can evacuate.

Mr. McKenna: Let me add to that. First of all, the generator powers all the emergency systems in the building. Not just backup lighting, but fire alarms and all those other emergency systems. We also provide some capacity to power other things like keeping the refrigeration equipment and the food service facility operational.

Mr. Sherman: You're not going to be able to run the school.

Mr. McKenna: You could not run the entire school.

Comm. Capers: Just emergencies. Where do you have those located in your plans?

Comm. Hodges: Above ground? We flood out.

Mr. McKenna: It will be required to be elevated above the design flood elevation.

Comm. Castillo: Commissioners, I just want us to be mindful we have another three presentations.

Comm. Hodges: I can't tear myself away from Mr. McKenna. I don't see him that often.

Comm. Castillo: I understand and you will be able to see him tomorrow. I'm sure he will be around.

Comm. Hodges: No, I will not.

Mr. McKenna: He has my number.

Comm. Hodges: How large is the media center?

Mr. McKenna: 3,650 square feet.

Comm. Hodges: Thank you very much.

Mr. McKenna: No problem. If you need anything, he knows where to find us.

Comm. Castillo: Thank you for all the information. I also want to remind the public one more time that these fine gentlemen will be at John F. Kennedy High School tomorrow to answer more of your questions if they haven't been answered tonight.

Ms. Shafer: I want to thank the SDA for working with us. There is a committee that meets weekly and they have been meeting since September putting all this together. Tomorrow night we will be at Kennedy High School from 6:00-8:00. We're asking the community to come out, especially School No. 5 and School No. 27, because it will be your neighborhood middle school. Come out and ask any questions that you might have.

Education Funding Sources

Mr. Richard Matthews: Good evening. We're into the budget season. We're into the thick of it right now. As you remember, on Saturday one of my strategies that I presented to help close the gap was the sale and leaseback of textbooks. Tonight, we have Maureen Davis, who has been in business for more than 20 years and has done over 25 school districts – Paterson, Lakewood, Long Branch, Bayonne, and Newark. She's going to walk us through the sale and leaseback of textbooks. I'll have another piece of it in my presentation later on.

Ms. Maureen Davis: Good evening. Thank you very much to the Board of Education for having me here this evening. I would just like to begin the presentation explaining exactly what sale and leaseback of textbooks is. First, establish the 'why.' Minimal state aid increases are less than the average, negotiated salary increases less than the state CPI for contract renewals, increased pressure to comply with state regulations, and resistance to local property tax increases. It creates a potential fiscal cliff. Reluctantly, staff cuts are typically the first solution proposed as human resources are every district's greatest expense. However, according to the Center for Public Education, almost 50 years of studies show that smaller classes are very important to improve student achievement. This presentation will be available. I'm not going to take up too much of your time with all the different studies. But as you can see, the need to have smaller class sizes is essential. Fortunately, New Jersey forward thinking and equitably minded legislators enacted a safety net for economically challenged school districts facing such a fiscal cliff. New Jersey statutes Chapter 55 enacted in 1998 not only permits, but also prescribes how to permit a school district to sell the textbooks they already own to a financial institution and lease them back over a period of five years. At the end of the lease, by the way, you get ownership of the books back for \$1. The books never leave the school. They never leave the classroom. They never leave the teachers. That's part of what I do. I establish the value while making sure that they are constantly in use. What exactly does Chapter 55 do? Chapter 55, an act concerning public school instructional materials, amends these previously existing requirements and supplementing another one that was enacted in 1996. It includes Provision H, where you can acquire through the sale and leaseback textbooks and non-

consumable instructional materials, because in this day and age many textbooks are electronic books, provided that the sale price and the principal amount of the leaseback do not exceed the fair market value of the textbooks and instructional materials and that the interest rate applied in the leaseback is obviously consistent with the prevailing market rates or less. That's what I do. It's useful because districts have utilized this revenue source to reduce tax levy, implement capital projects, avoid staff reductions, and preclude program cuts. Accounting guidelines are in the complete packet, which interpret the direction of Chapter 55 and instruct districts on which line items, goods, and services the proceeds can be used for. There are several places. Typically, it goes into Fund 30. It sounds like capital improvement projects is something where you have a great need. It essentially enables you to take this money and put back into your budget the money you would have put towards those projects from local sources of tax levies, and you put them into other projects. Like I said, they're in the complete packet. You also have a lease purchase option for new textbooks and all non-consumable instructional materials such as current books, Kindle, or any electronic book. Under Chapter 55, it can be implemented with the following easy steps – an escrow amount is established at the time of closing in the joint name of the school district and the lender with the amount funded that is appropriated for future purchases. When these amounts are spent on qualifying textbooks and non-consumable instructional materials, paid invoices are simply submitted to the holder of the escrow account and the funds are released as reimbursement to the school district. I should note that the initial funding after closing for the sale and leaseback of the existing textbooks you own becomes available at the closing. We handle the complete service from the textbook inventory utilizing both ASSA enrollment and market value appraisal resources and provide certification of value. I have done over 25 of these. I have a pretty solid reputation. Preparation of bid specifications, recommendations for the award of bids and closing for the financing of the lease in cooperation and coordination with your district selected financial agent, such as bond counsel, and any other representation that advises your district with respect to the banking and fiscal management. I'm a professional educator with 20 years' experience and training as a consultant and subcontractor for EEF, a pioneer in this field of sale and leaseback of textbooks. In the past five years, I've incorporated my own education consulting firm, Education Funding Sources, and contracted for consulting services independently as a proud female-owned STEM mathematics accounting business. I've been 16 years in public education exclusively in Title I districts. I'm dedicated to educational equity and closing achievement gaps. I've a master's in urban education administration. I'm a highly-qualified teacher and graduate of Seton Hall University. These are some of the school districts that have done them. You should note that Paterson has done this twice before. I was involved with both projects. This was the data that was provided on class sizes and student achievement. I would like to thank you and open up for any questions.

Comm. Martinez: What is the interest rate that will be applied to us?

Ms. Davis: For purposes or estimations I put 3% in the sample bids and in the documents that you were provided that have the potential yields, depending on what options you choose. You could get less than that. For example, Northern Highlands got 1.5%. That's going to be part of the bid process and what you receive from the potential lenders.

Comm. Martinez: What is the duration?

Ms. Davis: Five years.

Comm. Hodges: You're looking at books and computer equipment?

Ms. Davis: It has to be considered an electronic reader that you use for the purpose of reading. Textbooks are sometimes Kindle or a Chrome Book as an electronic book. You would not use it for a laptop, but you can lease them separately as a lease purchase and spread the cost out over five years. It's just for purposes of this particular package you would be using Chrome Books, Kindles, or any comparable version of an E-reader.

Comm. Hodges: Since we're doing away with many of our textbooks and we're going to be using online materials. That would in fact mean that the computer units will become textbooks.

Ms. Davis: In Bayonne they were included and I believe in a previous one. It's either North Haledon or Long Branch. I have to check my records. I have done two within the last three years that were able to utilize that option for certain qualifying electronic readers.

Comm. Hodges: How do we determine what's qualifying?

Ms. Davis: There are bid specs that go with the state. You would just follow along with whatever the state contracts are. I would say essentially it can't be a full computing device like a laptop or PC, as long as it's the equivalent different brand of Chrome Books, a tablet, or a Kindle.

Comm. Hodges: What's troubling me is if we're doing away with textbooks and we're going to be using laptops instead, then it would in fact be the computing device that we're using for reading. I don't understand how you make the distinction, if science is online or all our resources are online.

Ms. Davis: It's something you could already have a lease for. For example, if it's a subscription service, then you don't have an ownership interest in it. You can't lease that away to someone. Essentially, the bulk of your value here is going to be coming from books you already own. You can add lease purchase options, but this is essentially utilizing resources you already have as collateral. You're spreading the funding of those resources that you already purchased over five years through the leaseback option.

Comm. Castillo: Are there any other questions? Thank you very much.

Ms. Davis: Thank you very much for having me this evening.

Comm. Castillo: Thank you for coming out tonight.

Energy Savings Group

Mr. Steve Morlino: Good evening. This evening we're going to present an overview of the Energy Savings Improvement Plan, otherwise known as ESIP, something the district has been working on for a few years with quite an involvement with the facilities committee. Both Dr. Hodges and Dr. Irving were extensively involved in this program.

Comm. Hodges: Not anymore.

Mr. Morlino. Whatever! The program is finally getting ready to put the shovel in the ground, so to say. Valerie Moran and Christopher Andrews are here this evening to

give you an overview. This project was something that Rodney Williams has been very involved with since his coming on board with the district. I think this is going to be a great program to enhance our facilities and improve the educational outcome by the fact that our facilities will be more comfortable to work in. The first part of the project will be lighting, which will be a tremendous improvement in this district.

Ms. Valerie Moran: Thank you. Good evening everyone. It's nice to see everyone. I will be very brief because I know you have a lot more on your agenda. I know we have a few new Board members and Commissioners that were not involved in the beginning of the process. I just wanted to explain, to Mr. Morlino's point, this is an undertaking that the district has invested a lot of time and effort into over the course of many years. How the district came about going forward with a project like this was really looking at the infrastructure and capital improvements that the buildings needed within the district and how to be able to fund those with the least amount of impact to the taxpayers. They went through discussions around could we do a bond referendum, which obviously has a taxpayer impact, or a lease purchase. An energy savings improvement program allows you to do what is a typical lease/purchase. However, a lease/purchase is five years. An ESIP program is between 15 or 20 years. It allows you to spread the cost of that over the long-term. A regular lease/purchase, however, counts against your debt limits and your borrowing capacity. An ESIP has no taxpayer impact and all of the energy conservation measures are paid for by the energy savings that they achieve. It's a reallocation of funds and it does not count against your debt limits. On the left you have a before. This is your utilities spent currently, just for illustration purposes. As we move through construction, you start to achieve those savings. You reallocate money from your current utility budget that you would already be spending to pay down the project cost. It's a reallocation of funds. There's no new outlay of money from the district. After the improvements are installed and the lease is paid for, you're enjoying the bulk of your savings and your reduced rates. I know this is very busy and I'll talk to it, but I just wanted to explain that the district has chosen to take a two-phase approach with this project. This is phase one. It includes School No. 1, School No. 2, School No. 4, School No. 5, School No. 8, School No. 9, School No. 10, School No. 14, School No. 15, School No. 19, School No. 20, School No. 21, School No. 24, School No. 25, School No. 26, and School No. 27. That's what's listed up here. The checkmarks indicate an ECM description or the exact projects that are going to be installed in each building. Where the green checkmarks are, that's what's going to be installed. As Mr. Morlino mentioned, lighting is your biggest bang for your buck. We will be installing LED lights throughout every single one of these schools. That will be in the beginning of March. We have direct digital controls of building automation systems throughout the entire phase of this project. All of the schools included in this project will have a web-based control system. We will be installing security window film in all the vestibules of the schools. We also will be replacing all of the steam traps throughout all of the schools that currently are steam buildings. In addition to that, we have executed and closed on a contract for solar power purchase agreement which will be on 10 schools in the project. The power purchase agreement is basically on 10 schools and it's a 1.4-megawatt system. You're currently paying 12 cents per kw on your utility bills. This power purchase agreement guarantees you for the next 15 years with an option to renew for five a 5.5 cent rate. It's a 56% reduction. It's fantastic. You'll also be achieving the addition of air conditioning in three of the schools as part of this program. The overall cost is \$14 million. The projected savings over 18 years is \$20 million to the district. Total rebates paid to the district are \$755,000 and there's a positive net cash flow at the end of the project of \$1.4 million to the district. This is a timeline of where we've been and where we're going. The grayed-out items are everything that we have achieved since we have embarked on this venture with the district last May. As you can see, we've come very far and we're in the homestretch, which we're very excited about.

As I said, the lighting will start in March. As an energy services company, ESG acts on behalf of the district as your general contractor and we accept and receive bids from the subcontractors just as you would during a public bid opening. Those bids will be out and released on the street in April in time for summer construction and we have an 18-month construction period for all of the energy conservation measures that I listed. Are there any questions?

Comm. Martinez: On the project summary page, the cost of building improvements and total project savings is over the span of the agreement.

Ms. Moran: Correct. The contract term is 18 and one half years.

Comm. Hodges: We obviously have an issue with air conditioning, particularly in some of our older buildings. In some of our older buildings we don't have electricity to bring in air conditioners on top of everything else. I was wondering why in this particular cohort of schools only three are going to get additional cooling.

Ms. Moran: Air conditioning is an increase in your utility spending. It doesn't save you money in the long run. This is an energy savings project. When you bundle all of the energy conservation measures together, the offset could support the dollar amounts that these three schools equate for. We did evaluate other spaces of adding air conditioning and these schools were chosen by the working group to be added in the project.

Comm. Hodges: They were chosen because of what?

Mr. Moran: They were chosen by the amount of time the spaces are used, how the schools are spread out across the wards, and based upon the cost to complete the measures.

Mr. Christopher Andrews: A lot of existing conditions were taken into account. Some spaces are much easier to retrofit and add cooling to than others. That was how the list got narrowed down. To Valerie's point, it was three schools based on the cost of these. That's why these three schools were included.

Comm. Hodges: Okay. I'll come back to that later. Thank you.

Comm. Castillo: Any other questions?

Comm. Hodges: If somebody else doesn't have any questions, I can be here all night. You've chosen several schools, but not School No. 19 and School No. 14, some of our older structures. Does that not benefit us?

Mr. Andrews: When you evaluate the PPA, there are a lot of factors that go into it, mainly the size of the buildings. There are certain interconnection costs that have to occur whether you put one panel or 1,000 panels. Taking that into account, these 10 schools were strategically selected to get the most bang for your buck. We could have included all the schools, but that 5.5 cent rate might go up to 8 cents. The lowest rate was selected because of the schools that were included. It was also based off roof ages and structural integrity. We worked with your engineer to develop the spec and these were selected for that reason.

Comm. Castillo: Just to add on, there was a lot of back and forth with choosing schools and trying to figure out where was the most need for the school. Some of the structures

are very difficult to work with because we have very old schools. It was definitely a process of trying to choose with Mr. Morlino and engineering which schools would give us the better bang for our buck. At the same time, we were trying to get most of our kids accommodated as possible. Maybe not all with air conditioners, but we've had a lot of boiler issues. It's not a perfect plan that everyone is getting everything, but it's trying to touch as many schools as possible and the needs that we have throughout the district for a long time, but definitely in the last almost three years that I've been here.

Ms. Moran: It's really a balancing act. You have to have a positive influx of cash at the end of the program or the Board or Public Utilities does not approve it. You cannot influx the project with heavy non-energy conservation measures. It just doesn't float. There is a balancing act that has to be taken into account.

Comm. Hodges: This discussion took place where, in facilities?

Ms. Moran: Fiscal.

Comm. Castillo: If I'm not mistaken, you guys have been here...

Ms. Moran: This will be my fourth presentation to the Board.

Comm. Castillo: I don't know if you guys remember, there was this big piece of paper that had every school and every single thing they were planning to do. From there they have been balancing, taking off, and adding on. It's been going on for a few months.

Ms. Moran: There are 375 measures that are being implemented throughout almost every school.

Comm. Redmon: We got the initial point of action from the booklet that they gave us. They gave us a binder plus a flash drive to tell us what we were going to do. At my suggestion, because we had new members coming on, I wanted them to come back to refreshed their memory of what the project was. That's the reason they're actually here again tonight.

Comm. Hodges: This isn't for this particular program, but obviously School No. 14 in particular is an area where we need cooling. You might need to divert some of those savings downstream to address some of the cooling issues at School No. 14 and some of the other places that have that struggle mightily in the summer.

Mr. Morlino: There are some discretionary funds as a result of this project that can be utilized for that, whether it's directly educational or other items. I just want to reiterate this is phase one of the project. There are 17 schools in this phase. Phase two will be 22 additional schools which are beginning to get under way at this moment.

Comm. Hodges: We've had recent issues with cooling.

Mr. Morlino: Again, the cooling is a very expensive part of this for the energy savings. Especially if you don't have a cooling system now and you put one in, it draws down on your savings. That's why this has to be a net zero at the end of the day.

Comm. Hodges: Once you've done that work in that building, would they count any additional work that you do against the savings package? If you were to say this phase one is completed and you've done your calibrations and this is what our savings are going to be, now if you go in and say we have a cooling problem at School No. 14

where it gets 108 degrees at times if things don't happen appropriately, will that be charged against your savings?

Mr. Morlino: When you do your measurements and your audit, that will come out and that will be adjusted for that if you do some cooling after the fact. There will be an adjustment made for that.

Comm. Hodges: I don't want the adjustment to stand in the way of those kids getting appropriate...

Mr. Morlino: As long as this program saves money, you could add cooling if you had resources from somewhere else.

Comm. Hodges: That's what I want. Thank you.

Comm. Castillo: Before you leave, we have that nice big binder. We thoroughly enjoyed that, but we have three new Commissioners. I just wanted everyone to have the same information. Can just make a copy for them to enjoy the 500 pages?

Ms. Moran: Back in October every Board member was provided with a complete binder of all the project scopes and descriptions in every single building where everything was going. We will absolutely provide that.

Comm. Castillo: Thank you. I do know they will be working on a lot of things with the district and making sure that everyone is aware. We will see them again more often on every phase of the project and making sure that we're aware of what's going on as well as the community.

Ms. Moran: We are going to be doing community barbecues at the start of every project at every single school. We will be doing a community barbecue and we will put out big boards showing the community what the school will be getting. A lot of this work is really going to happen over the summer and when they come back in September they will have some really great environments to learn in.

Comm. Hodges: Is there any rewiring as part of this process?

Ms. Moran: As far as installation of transformers...?

Comm. Hodges: Any kind of rewiring that takes place for a number of reasons. Some of our older schools have inadequate wiring. If you change what's going in there, you may change the loads on these lines, which require new wiring. If you're going to do that, you could probably enhance. That's another issue, but that's my question. Is rewiring part of this process, particularly in some of our older schools that are over 100 years old?

Mr. Andrews: If it's specific to something that we're touching, it's included in the design.

Comm. Hodges: It is.

Mr. Andrews: Outside of that, it would not be covered under the project. If we're touching a boiler, anything associated with that boiler will be covered.

Comm. Hodges: Okay.

2018-2019 School District Budget Update

Mr. Matthews: Good evening everybody. This is a little bit of an update in terms of the whole budget process and where we are. This is where we were on Saturday. At the Board retreat we reported to you guys a budget shortfall of \$60 million. These were the items that we had on the list for potential strategies to help close the gap. I want to take you back to where we are today. Our budget team is working really hard at looking at everything within our existing budget. Even though you have these numbers up here right now, there's a lot of stuff that's still available to us that's going to come up in the next couple of weeks. There are some items that are related to contract negotiations that we can't talk about here in the public. There are some items that are not on our strategy list that we are looking at dealing with to help close the gap. Even though the numbers seem like a daunting task, with all our resources, working as a team, working with Luis' group in human capital and those departments we feel confident that we are going to be able to deliver a balanced budget with some reserves. It's not all gloom and doom. This was the spreadsheet from Saturday. I'm going to take you to where we are today. There have been some changes and I've highlighted those. Since Saturday, for example, we've added \$300,000 to extraordinary aid. Last year we collected a little more than \$3 million in extraordinary aid. We've worked with Cheryl Coy's group. For the budget of 2017-2018 we had \$2.3 million in extraordinary aid. There are some opportunities with how you calculate extraordinary aid, in terms of how you work with different facilities, and how they count the days and getting reimbursements. We feel that for 2018-2019 we can exceed \$3 million in extraordinary aid. We bumped that number up from \$2.3 million to \$3 million. Appropriations are now \$155 million, non-salary is at \$246 million, with that \$242 million on Saturday. There are some items that we had to put into salaries that came out of some other funds that we had to add into salaries. For instance, we had some salaries in Fund 20 that we had to put into local funds. Our salary line went from \$242 million to \$246 million. The non-salary appropriations went down, but we also went up in the Passaic County Tech from \$18 million to \$19 million because they have the STEM program. Our appropriations went down by \$1 million. Our revenues went up by a little bit. Our existing shortfall is now \$58 million. Are there any questions about the update? There have only been four changes in non-salaries, salaries, benefits, and extraordinary aid. Right now, that's where we are, \$58 million. As far as the sale/leaseback, Maureen just went through that presentation. Last Saturday we were recommending that we look into that as an opportunity to help close the gap. As mentioned to you over the weekend, we've had some conversations with the association regarding plan design changes going from Direct 10 to Direct 25. We're working with human capital on looking at our aides right now. We're working with facilities with some reductions over there. Budget reductions of \$6.5 million came from central office locations that we did over the last couple of days. That was a \$6.5 million reduction in appropriations just going back through the budget. As the budgets came to us over the last couple of months they came to us at 70%, 15% and 15%. We went back the bottom 15% to make those reductions. That's how we got to that number. Are there any questions?

Comm. Hodges: I'm curious about these reductions in central office? What was the nature of those?

Mr. Matthews: When we received the budgets from the different departments, we asked for the budgets to come to us in 70%, 15%, and 15%. To make any cuts we were going to go after the bottom 15% of your budget. That would give us a priority of one, two, or three. Meaning the last 15% was priority three. If we had to make cuts, we would go after those numbers right there. The bottom 15% at we got from all the different departments, that's that \$6.5 million. These were cuts that they gave to us. If

we had to make any cuts, they gave us those cuts to make. Instead of us just randomly going 15% across the board, we actually got their input in terms of what we can go after if we had to make any decisions. \$6.5 million came from those cuts.

Comm. Hodges: My concern now and has always been that we are underfunded. Any additional adjustments toward a balanced budget, given where we are now, are going to be of detriment to our educational process. Dr. Evans made it very clear, which is a rare statement from him, that he could not do what was needed to provide a thorough and efficient education given the budget that we were working with. I do not want to see a reduction in anything we have to do educationally because that further undermines where we have to be in terms of instruction and programming and everything else that we have to work with. Plus, it justifies us continuing to receive underfunding. Our educational outcomes speak to the fact that we cannot sustain this level of funding and provide the education that we need for our children. I'm very cautious about this move. It's a temporary one, but it acknowledges the fact that we are further hollowing out our educational program while we do it. That has to be made very clear and repeated to this community and to the state.

Mr. Matthews: Does anybody else have any other ideas or strategies that we should be looking at that we haven't uncovered yet. We're trying to look at every item in the budget. We're talking to every different department. We have other strategies that we're going to come up with. Some are related to collective bargaining.

Comm. Redmon: My main concern is with the 15% that we're looking at across the board. These are central positions that we're cutting.

Mr. Matthews: No. This is non-salary. This is central office appropriations. For instance, technology gave us their budget. 70% they had to have. The other 15% they would like to have. The bottom 15% was if we were going to cut anything, cut here. It was collaboration. It wasn't us just making the decision. We talked to them and asked them to give us what they could get away with and not have. That's where we made those decisions.

Comm. Redmon: I get that, but at the same time we're constantly talking about our technology department.

Mr. Matthews: That was an example.

Comm. Redmon: I understand. I'm just going to go back to your example. We're constantly talking about technology and increasing our technology department. If we're getting rid of 15%, how can we expand on these programs? That's the only thing that I'm really concerned about. I know we have to decrease. I understand that. That goes back to Dr. Hodges' comment when he said we know we're illegally underfunded. In the time that we're legally underfunded, we're still showing the state that we're coming up with a balanced budget and our kids are suffering because of it.

Mr. Matthews: I agree.

Comm. Martinez: When you're right, you're right. What Dr. Hodges stated is correct. At the same time, I think we can operate on two parallel tracks here. We can always advocate and I'm confident that moving forward with the new administration we might not see this immediately but we will get closer to fuller funding as times goes on. But there's also the reality of what we're facing. We're forced to do these things, but never surrendering to the extent. Dr. Hodges is correct. If the state gets accustomed to us

constantly making these cuts, then they can further justify the need for giving us less because we are able to get by with less. We don't need it. That's not the case. We're forced to make these cuts right now because we have no choice. It's not because we don't need it or because we don't want it. We can operate on two parallel tracks here and always screaming for the additional funding that we deserve and are entitled to. But also operating on the other track that we have to make these decisions and we have to make unfortunate cutbacks because of the reality that we're facing. Dr. Hodges, when you're right, you're right. We have to be steadfast in that.

Comm. Capers: My colleagues always say we're illegally underfunded. I always say we're criminally underfunded. It's been going on for some time. Did we ever take an analysis and look at what contracts we have out there in terms of what we can get rid of? One big one I think we should get rid of is our subcontract, because that's one big cost saving, and then bring it back into the district. Are we looking at all the contracts we have out there and what can we do in-house instead of consultants and all this other stuff?

Mr. Matthews: We're looking at everything. When I say everything, it's everything.

Comm. Capers: What is the cost analysis? I know we're looking at it.

Mr. Matthews: We're actually still doing some analysis right now with the cleaning contract and the outsourcing of Insight. We met with them today. We have some different strategies and ideas that came forth today.

Comm. Capers: What types of strategies are we looking at?

Mr. Matthews: Putting some other stuff into the contract that's not in there right now, like maybe supplies and some human capital. That's something that we talked about today. I'm getting some numbers back from Pritchard. I don't want to mention positions right now, but we had the meeting with Pritchard about putting stuff into the contract that's not there right now where we can maybe save some benefits costs. We can save approximately \$25,000 per person if this position went back into the contract. We had that conversation today. I'm waiting back for the numbers from Pritchard for that.

Comm. Capers: How many analyses are you doing on the contracts that we have out there?

Mr. Matthews: We have about eight or nine going on right now on various things that we're looking at. Some are brainstorm. For instance, we're looking at the whole T&M line with facilities. We're putting together a head count for manpower. We need a plumber, pipefitter, electrician, and carpenter. What can we do in terms of manpower to reduce T&M and overtime? That's something else that's going on right now too. We're meeting with human capital to look at the whole sub service. We're going through an actual right-sizing through every school to make sure that our schools are properly staffed in terms of the resources.

Comm. Capers: In terms of the contract with Insight, where are we going with this? You're saying you're meeting. What are the outcomes here?

Mr. Matthews: We don't have an outcome yet.

Comm. Castillo: We just have to be mindful of what we speak about with the contracts, including personnel or anything that might be discussed in executive session. I have to put that reminder out so we don't go into a different direction.

Comm. Capers: Thank you. You're doing an analysis on all the contracts. When are you going to get that information back to us?

Mr. Matthews: We're doing stuff every day. Some stuff is already realized. Some stuff is ongoing. It's every day a different...

Comm. Capers: As a timeframe, are we looking at a month, or a week?

Mr. Matthews: We have five weeks to do the budget.

Comm. Capers: Correct. What contracts can we get rid of and what can we bring out? When are you guys going to get that information to us?

Comm. Castillo: I'll make a proposal on that part. I don't have off the top of my head when the next finance meeting is, but I do know that we have another budget meeting next Wednesday. If we can just see what you have in that analysis with the contracts as far as outcomes and then present that to us it would be greatly appreciated. You have all the contracts. Maybe we can get a better look as well as in finance. I know we did it last year with some technical difficulties. Last year we did have extra finance meetings to help you out as well and to see where we can add or take off and bring to the meetings that we're going to continue to have at the Board so everyone is on the same step. I know you have various analyses going on and various members of your staff working on various things to find cuts. I think if we give you the time to put those in order and present to us. We know the outcome of the analysis, if there are contracts we might not need, or things that we can add on, or any other type of savings, then you can better present them. I know you don't know all the numbers off the top of your head.

Comm. Capers: I'm just asking for a timeframe.

Comm. Castillo: That's what I'm telling you. If he can get that done, maybe we can have it by next Wednesday, which is our next meeting.

Comm. Capers: So next Wednesday we're going to have all the analyses?

Mr. Matthews: I'm not saying you will have all. We can have some, but not all. Some things we uncovered today. We have to now go through the paces of trying to get that information. Some things we may uncover tomorrow. We're looking at everything. We're going back at different things, like the budget. We're submitting the budget. We see where we are as a shortfall. Then we went back to all the departments and said we need to get your number down. Some things are going to be uncovered and we'll dig into that and find out where we can go with that.

Comm. Castillo: As a reminder, we are going to continue to have budget hearings and meetings every Wednesday so that we do get the results of every time he uncovers something and where we're going. If we need to brainstorm any ideas of where we can cut or add we can definitely send those out to Ms. Powell and make sure they get to our Business Administrator and have those discussions. Our ideas count as well. If we do our due process of anything that we think could help, we can definitely reach out to Ms. Powell, make sure that's emailed out, and it will get to our Business Administrator. He

will let us know at the next meeting how that will work out. We're going to continue to have these meetings until we get to the best possible solution.

Comm. Capers: Thank you, Madam President.

Comm. Hodges: While I appreciate the hard work and diligence of the fiscal committee, I'm not privy to all that goes on there. So what I would like is a list of all the contracts and consultants in particular with their cost and terms of service so that we can look at that ourselves and reach a similar conclusion as the fiscal committee. That's number one. Number two...I just forgot.

Comm. Castillo: I think we got that list last year as well. It's something we would definitely like to see again.

Comm. Redmon: We did get a list of all contracts that were proposed when we did the budgetary process. I think this is where the disconnect is. We don't have the actual contracts in front of us to see what things are actually being taken out and added. We did get it last year though.

Comm. Capers: What we're asking for is all the district contracts, every contract that we have and a list of all the consultants. That's what we're going to be receiving because that's what we're asking for. I didn't see it last year. We probably got it. It's probably an oversight on my side.

Ms. Shafer: You'll get it. You'll get the list of all the contractors and all the consultants we have in the district. Let me just also say that when you go through eight years of underfunding like we just did, just because allegedly we're supposed to get more money now doesn't mean we become whole. It's all compounded. What you're seeing right now is some of that. We have made so many cuts along the way that we don't have the money to put back. I'll give you a couple of examples. We talked about art and music and media specialists. We had to beg, borrow, and steal to get nurses in every building even though we only needed a few. Instead of us being able to bring in the 19 music and the four art teachers we need, we're going to have to phase it in because we don't have the funding. All along the way we just kept losing more and more. When you look at class sizes, they're up now in the 30s. We have 25 classes up in the 30s. If we had the money, we would hire 25 new teachers in this next budget, balance out the classes, and we would not have those class sizes. But we don't have the money because this is going on for eight years. This is still going to be painful. For PCTI it's \$19 million going out in this new budget. For charter schools it's \$55 million going out in this new budget. If you took those two, we wouldn't have a gap. I'm just saying it's going to take time for us to balance this out and get everything we need for our kids. It's not going to happen overnight because it took eight years to get where we are right now. We're going to have to figure out what are the strategies that we're going to be able to do right now until we get fully funded and have the least impact possible on our students. That comes down to teachers and staff. We can't afford to lose another staff person and another class go up in the 30s. It's going to just keep on climbing. You have to prioritize what our cuts are going to be. That's a terrible position to be in because our kids have already suffered for eight years and had things taken away from them.

Comm. Hodges: Not only have they suffered, but they have gotten further and further behind. The district has sent a number of us to the Tech Expo. If you see what other districts are doing, if you understood just how far back we are in terms of technology, I'm terrified of any delay in technology. Forget about our infrastructure. What we teach our children and how we're teaching them we are nowhere near some of the small

districts. Clinton sat there and taught me how to program one of those little robots. It wasn't the administrators. These were high school students. Bring me one from Paterson who can do the same thing. Bring me one. They have Maker Spaces. I'm glad science is following through on the Genius Hour and Maker Spaces, but we are nowhere near where we should be. There are just some areas which have to be sacred. From where we are now in terms of technology we can't cut that much at all. Not when you see what's going on. I'm glad that you sent some people because when they saw what's happening... These are our competitors. Our students compete with these people. There's no way they can compete with them. The languages in terms of inventing their own devices, experimenting, and approaching problem-solving using the classroom and their own time, we're not doing any of that or at least to the degree that we need to. We can't afford to put the resources into teaching our teachers the way they taught theirs. We don't have the money. We're further and further behind so each year it gets worse and worse. We're hollowing out our system, but we're hollowing out a system that was already behind to begin with.

Comm. Castillo: I have to agree with Dr. Hodges. Comm. Redmon and I have been to other districts and trainings where the things that those students are doing are just outstanding and we're blown away. I think we can all agree that we shouldn't cut anywhere from any department, even if it's in their bottom 15%. Every piece that we have in each department counts and it adds on. I know we have budget issues. We've had them for a long time, but there has to be alternative ways that it does not conflict with the instruction and the development of our teachers and our staff. I know it's not an easy task, but it's definitely something that we're here to make sure that our children get the best and they haven't been getting the best. We have to continue to strive that and we can't allow the cuts, even if a department says that's the bottom 15%. That bottom 1% counts for everything that schools get every day. We'll definitely see what we can do for next week. Make sure we get those lists. If there are other opportunities that we can find to make this budget work or not make it work, I encourage the Commissioners to send their ideas out to Ms. Powell.

Comm. Hodges: Madam Chair, I'm going to be very critical of any expenditure that does not in a significant manner address our educational needs in a wide variety of areas. We have to do some critical planning because that's how you get yourself out of this. You're going to have to plan where you're going to be, what you're going to do, what you're going to offer, and then the roadmap to get there. We haven't done that. We haven't even begun to do that yet. That has to be done because otherwise you don't have the resources and you certainly can't plan on them being there in the very near future. Planning will be our best bet to help us, if not catch up, at least stay afloat.

Mr. Matthews: Over the next three years we're projecting to have our total employee benefits at \$93 million, \$104 million, and \$116 million. By the end of next week, we should have our numbers from AETNA and we're going to have numbers for health benefits that's going to give us a chance to make a big savings for the district. In the next week or two, I'm praying for the best.

PUBLIC COMMENTS

It was moved by Comm. Capers, 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: Just a reminder for all those who are visiting us tonight, you'll have three minutes to speak. Just be respectful of everyone else's time that's coming after you.

Ms. Marcella Simadiris: Praise the Lord everybody. I just want to respond to the responses I received from Ms. Powell regarding some questions I made at the January 17 Board meeting. The first one was regarding what happens to hard copy documents that I give to Ms. Williams to give to the Board. Ms. Powell indicated that documents are handed out to Board Commissioners. I need a little bit more clarity. I was under the impression they are mailed. I don't know. I know Comm. Capers informed me he didn't receive this one document right here which outlined an email and different documents that I had regarding my interactions with the Cabinet members on a number of concerns. If you ever do get your hands on it, Comm. Capers, number 10 covers issues pertaining to the Amistad monitoring and concerns I have with that. With regards to resources within the county we're exploring, I understand the Superintendent does attend county roundtables and our district leaders are assigned. I need some accountability measures. I need to know if they're assigned or if they're not going. I'm trying to figure out where the disconnect is. You would think that with a freeholder to the county we would know more programs that are offered through our at-risk agencies in the county. The fact that we have so many limited resources and so many issues within our community is alarming. We should be utilizing our county. It doesn't appear that we are. I appreciate you attending those county roundtables, Superintendent Shafer. I'm just looking for there to be some accountability with your district leaders that are assigned to attend. I need to know more than they are being assigned. Are they going? How does the district email work? I didn't really see a response. I don't know if I'm overlooking anything, but I never get a response when I send something to the Commissioner email. Mr. Arrington, I forwarded you an email last week and I didn't get a response from you either and that was the email that was on your card. I'm trying to look at what's the culture within the Board of Commissioners. Are you holding yourselves accountable to respond to stakeholders? Are you responding? Maybe I'm just a teacher and you don't think you have to respond to me. Are you responding to parents? I would be alarmed if I reached out to my Commissioners in my town and they didn't respond. I'm just wondering where we are with that. What happens to administrators that are considered difficult by labor and management? I got a response about how this is a personnel matter. I don't have the time to go through everything. I have to get to it next week. Culture is about the values, how we function. If we don't try to change the practices like they have been going on for a long time in this district, they're going to run deep and they're going to continue to run deep. A lot of changes need to be made. It's about whether or not you all are willing to make those changes. Thank you and have a good evening.

Ms. Shafer: Let me just take a minute to respond. The county roundtables are with all of the superintendents in Passaic County. Yes, I attend those. Whoever the County Superintendent is that is the person that I answer to when I attend those meetings. Any information that is shared at those meetings comes back and gets disseminated to the appropriate individuals. When it comes to Board Commissioners and parents, when they bring issues to me, to the Deputy, to an assistant superintendent, or to Ms. Powell with regards to a parent's concern we make sure that those parents are called. We conduct meetings or we email. We have communication with them to solve whatever problems they may be having. It's the Commissioner's role to bring those individuals and those concerns to the district administrators for us to take care. I will say that as we move forward I could certainly share with you some of the comments that the parents are making because of the resolutions that we are bringing, the meetings we're conducting, and how quickly we resolve any problems they bring to our attention. I

thank the Board Commissioners for bringing it to our attention and we will continue to work in that manner. Thank you.

Pastor Michael McDuffie: Good evening to Commissioners, to the leadership here, to Eileen Shafer, to the staff, and Mr. Cozart. I'm here today representing the Paterson Pastor's Workshop Clergy on Fire initiative. I'm here today because I'm very concerned about an article I read in the newspaper. I'm here on my own accord. No one forced me to come. I brought my team tonight because we're here to talk about some things that I'm very concerned about in our community. Ms. Eileen Shafer has worked directly with us over these last 10 years effectively in the school district. Every time we came to her office she has opened up, spoke with us, and coached us to do a great community outreach in the great City of Paterson. Then someone is going to pull out that you need a doctorate degree to be considered a Superintendent. I was bothered by that because I feel it was pulled out at the last minute. It was unjust and it is not right. I believe within the culture when you work in the City of Paterson you get your doctorate. You learn to work with people. You learn to work with the political machine. You work with people that you have to bring the pieces to the table. On January 31 something happened in the atmosphere and it's kind of strange how the sun, the moon, and the earth all aligned together at the same time. This thing called the super red moon and things began to align to come together. One of the things I want to celebrate about your leadership is you have the ability to bring things into alignment and bring people to the table to talk together as a family. Sometimes it's not the letters behind the education that does the job. It's people relationships, being able to speak to people and bring them to the table and sit down and talk. It doesn't mean you get everything you want, but at least you get a dialogue. Listening to the budget tonight, for you to be a part of this machine that's facing these budget cuts and still keeping it going, that's something to celebrate. I've watched Ms. Shafer work under Dr. Evans. If we came here, Dr. Evans would say go talk to Ms. Shafer and she would sit with us. We cultivated a plan bringing faith-based to the table to take some of the weight off the budget. It's all about volunteerism, working with people with social problems so we can connect the dots. Then we went and brought a program together with Pillar College. This is all under your leadership because you decided to bring people to the table. One of the most dangerous things that go on in Paterson is a political attitude to try to destroy stuff. I don't like that because when someone is doing something and aligning something, we need to get behind them. Tonight, I've seen a Commissioner of the Board asking the tough questions. I see leadership here. This is the first time we have a Commissioner Board that has full control of the schools and working along with someone that's open to you. I came on my own accord tonight. No one forced me. No one bent my arm. I came because I love my school, I love Ms. Shafer, I love the staff, and I love Mr. Cozart. I love all of you because I know you have a heart for Paterson. If you can do it in Paterson, you can do it any place. Trust me. Nothing happens like Paterson. To me, if you want to have a doctorate's degree, I think you should have it. Include that in afterwards. Of course, Pillar College offers a doctorate program. In the meantime, Ms. Shafer, you have a master's and a bachelor's, a master's of working with people. I acknowledge your wisdom and I think that we have something going here. We need to keep the alignment going. Of course, we have to go through our vote and our interviews. I don't know who the other candidates are. I don't want anyone to meet me afterwards to tell me who they are. I don't want to hear it. I'm telling you what I feel I had to do tonight to come and esteem your leadership and prayerfully this Commissioner Board and leadership will give me the opportunity to finish the job that you have done. God bless you.

Comm. Castillo: I'm sorry. I have to say that was great timing. It never happens.

Reverend Marcus Debnam: Good evening everyone. My name is Reverend Marcus Debnam. I am the treasurer for the Paterson Pastor's Workshop Clergy on Fire. I'm also the Executive Administrative Director for the IAAM Initiative, which is Infiltrate, Adopt a School, Adopt a Block, and Make Disciple ones. I'm also the President, Founder, and CEO of Markie D. Ministries, which is a non-profit 501 c3. Since a lot of us here are clergy that came with the PPWCOF-IAAM Initiative, I want to start off by saying when I look at Jesus and all the good that he, his disciples, and apostles did while here on earth it seems to me that whenever they went about doing good for the people because god was with him they were always confronted, harassed, fiercely fought, and opposed by religious leaders. These are folks who were supposed to know and speak on behalf of god his father for the good of his creation. Here we are in the 21st Century and here we are. Ms. Shafer has been doing nothing but attempting to do good and has cleaned up a lot of stuff for these children here in our school district. Who's fighting and opposing her? The religious leaders! Again, religious leaders who, by the way, have their own set of problems that need to be addressed just as those did in Jesus' day. But we're not here for that so I won't go there. God will expose in his own time just like he did then. We are here to discuss the future of the children of the City of Paterson and the wonderful person who is overseeing the operation of their educational betterment. I need to ask, when are we as religious leaders going to stop fighting people who are trying to do what is right for the people? Whether in our churches or communities, it seems that religious leaders still to this day only think of themselves, what they want, and how they will profit on their own agendas and not how the people are appreciative of the person who's out in the forefront doing good for everyone. Jesus went about healing the sick and feeding the hungry when they're benefitting from Jesus in their lives. It was never the people who fought Jesus and his disciples and the apostles in doing them good. They were actually blessed just like these children in the school district are blessed by Ms. Shafer. No. Some are ready to throw her to the Pilate to be scourged and hung up on a cross just like Jesus did. Really?! Carrying their own hammer and nails in their own hands, all I can say is for shame. In closing, Ms. Shafer has been here for two decades and cleaned up a lot of mess. It's been done. It's been exemplified. It's been proven. She has a heart for the city and knows our district. She has a heart for the people, for her staff and colleagues, and has a passion, care, and concern for the children, which is the most important thing. As clergy, one of the responsibilities along with the body of Christ, because we're supposed to be work together as a team, but more than half don't because they're still spelling the word TEAM with the letter I in it and there are no Is in the word TEAM. I teach our kids at two of my adoptive schools, Don Bosco Tech and Dr. Martin Luther King Educational Complex School No. 30, responsibility, trustworthiness, caring, fairness, citizenship, and respect. How can we teach if we don't live by what we teach even our young people? We go out and do something different. Ms. Shafer, you have the six pillars of character educate. You exemplify them. I stand behind you 100%. Way to go. Great job, Ms. Superintendent Eileen Shafer! God bless you.

Mr. Dominic DiGioacchino: Greetings Superintendent Shafer, Deputy Superintendent Peron, Board of Commissioners, and community. Reverend Riley had to leave so I guess I'm up next. I'm here too with the IAAM Initiative. My name is Dominic DiGioacchino. I'm the Associate Vice President of Enrollment Services with Pillar College. I know I'm clearly an outsider to the City of Paterson, although I have been working diligently in the city for the past five years bringing Pillar College and the campus here to the City of Paterson. Sometimes when you're an outsider you're able to step back and see the forest through the trees. I've been able to do that here in the City of Paterson working with the Board of Education. I'm proud to say I know Acting Superintendent Shafer. She's a friend of mine. She's a supporter of higher education. In my past life I was a college coach and there are a lot of different methodologies to

coaching. I like to consider myself having coached with positive reinforcement. Recently Pillar College has begun a project with the Paterson Board of Education. I guess it's about 84 potential students that are employees of the Paterson Board of Education. It's absolutely amazing the recurrent theme and I don't want to sound condescending to Acting Superintendent Shafer. But it's absolutely amazing to a man and woman how many people are supportive, excited, and enthused about the new direction of the district. That's because each one of them talk about how positive she is and how much she cares about the students, teachers, teacher aides, and the substitutes in the district. I'm here today again as an outsider, but somebody who cares about the City of Paterson and who is working closely with the Board of Education to lend my support for Acting Superintendent Shafer. May god be with you. Thank you.

Mr. Corey Teague: Good evening Board Commissioners. I just wanted to touch on various issues. First, to Pastor McDuffie, I definitely thank him for how he eloquently spoke about the fact that you don't necessarily have to have so many qualifications to be in office as long as you're serving the people. That's very good, especially from what happened last week. Secondly, about the budget, using phrases like 'I told you so' are not good, especially now. We're dealing with a situation where the children are suffering or may suffer as a result of things that have not been done. This issue with the budget is not new. There comes a time when we have to face the hard truth. You are not being forced to do this because you have no other ideas. You're being forced to do this because there was never a plan put in place. We spoke about this in 2015, 2014, 2013, 2016, 2009, 2010, and 2011. We were speaking about the illegal underfunding and the dastardly effects and impact that it's going to have on the school district. We're going back eight years. We've been on Facebook blasting everywhere you can possibly think. We've been getting the information to you. That's why I've been going down to Trenton so much. People were making fun of me going down to Trenton all the time with no money. That's the reason I was going down there. I saw this coming. Two years ago, I wrote a letter to the editor saying that I'm afraid that the state is going to give control back to the Board with an empty purse. People were laughing. In 2015, I warned them again that by 2019 we're going to almost be insolvent if we don't get our acts together. Nobody listened again. Now we're here. I'm not going to accept the fact that we didn't know this was coming. The red lights were flashing for years. You don't just get broke. You know when you're getting ready to go broke. You know when your purse string is getting weak. There are things that we need to do on a local level because now we're getting back to local control. Even that hasn't been finalized until next month. We need to try to make sure that we get our ducks in a row so that we can fight and get the funding that we're supposed to have. The Education Law Center has filed lawsuit after lawsuit just for this very reason. I hope you all have been paying attention because I've been to all of those hearings and very rarely did I see most of the Board members. Dr. Irving was there. Dr. Hodges was there. There were a lot of Board members that weren't there. At the rate that we were being underfunded, every single member of the School Board should have been at that hearing. All nine Board members should have been sitting across that table with the State Department telling them what the demands are and what we need for our students. Any cuts to any vital services in the district, especially special education, I'm not going to hear that because we knew it was coming long ago. As for Ms. Shafer, she already knows. We talk every day. This Superintendent is one that allows me to call her on her cell phone. I never had that opportunity with anybody else. I have that communication with her. What I've always said in the past I'll say again. The process is what bothered me. I'm not a Board member so I'm just going to say it. The Board already made their decision. It's already been made. Benjie Wimberly along with several others got together and the decision is made. I have nothing personal against Ms. Shafer. She's a wonderful lady and person. It's the process that bothered me. In the future, we just have to make sure

that the process is a little more open and community-based. That's all I'm saying. I love Ms. Shafer. She knows that. She just took care of a situation for me today again. When Dr. Evans was here, it took three weeks for him to do it. When I emailed Ms. Shafer, do you know how long it took her to call me back? Five minutes. With Dr. Evans, it would have taken a month. I love her, but the process was flawed. That's all I'm saying.

Minister Danielle Johnson: Good evening everyone. My name is Minister Danielle Johnson. I'm a part of the Paterson Pastor's Workshop Clergy on Fire as well as IAAM Initiative. Pastor Sharon and I have also adopted Early Learning Center on 14th Avenue. Today, I'm just going to speak to you as a parent as well as representing those other venues. I have three children that have graduated from the City of Paterson. I have one child that is still here. She's 20 years old. I've always enforced with my children that education is a must in my household - God first and education second. To live in this city and the horrors that have happened or possibly could happen to these children, all they see the majority of the time is a lot of negative. You will never be this. You can't do that. We have no faith in you because of where you come from. My daughter is 20 and she graduated with honors from PCTI. She is 20. She is in a trade school. She's making a good amount of money because of the education that she received from the district. Children need to be enforced and taught that there is someone fighting and advocating for them. I've advocated for my children from the time that they started in preschool all the way through high school. The schools knew who I was when I walked in the building. They knew my name. Why? Because I fought everything that I needed to fight for my children to receive the services that they need. When I mention that 20-year-old, she was a child that had a speech and hearing impediment. Because of me going and advocating and finding the resources that were necessary for her right now you would never know that child had any of those issues. I had to come and fight with the Board of Education just to provide transportation for my daughter to go to school out of district to get what she needed. Why wasn't she able to get that here in the City of Paterson? I don't understand. Why is it that parents have to fight so hard to get the things they say are available to these children? Why do we have to fight so hard when all we want is the same ability to be able to have our kids educated the same way that they are in every other district that's flourishing? We want our kids to be at the same level when they graduate from high school to go to college and be just as advanced and well prepared to make it in everyday life. You can look and all around you the environment may be terrible, but what you put in your children, what you invest in your children, the time that you put in advocating for them whatever way you can, it makes a difference. I respect this woman for the fact that she cares about the City of Paterson, the children in it, and she advocates for these children no matter what happens. She deserves to stay exactly where she's at. She needs to continue to advocate. I'm all for it as a single parent who has raised three children. One is a nurse. One is a contract plumber union trade. One is a financial planner for Wells Fargo. They were educated in this city. If I can do it as a single parent, then how come we as a community as a group cannot get together and make sure that these kids get what they need? If you have programs that are willing to help them, why would you want to fight against those things? Thank you for your time.

Pastor Sharon Houston: Good evening everyone. My name is Pastor Sharon Houston. I am from the Paterson Pastor's Workshop IAAM Initiative. I'm coming to you as a parent that no longer has children in the district because they have all graduated and they have a really good education. I'm coming as a grandmother because I have a nine-year-old granddaughter that's in school and I'm coming as a godparent. What we want is teamwork. Our message tonight is teamwork. If our children can see us, the adults, being a team, then they can be a team. They can't do it without us. They need

finances to get it done. I understand about the budget and that we don't have this and that. Anyone that runs a household knows how a budget can get all screwed up at any time. It's like the gentleman said. You know when you're at the bottom of the barrel. You know just before you get to the bottom of the barrel. Why does it take all of that? Why procrastinate? Why do that when our children are going to suffer? They're not getting what they need. We sit around. We have meetings. We have discussions. We take notes. And our children continue to go downhill. Then you're trying to figure out why children don't come to school and are cutting class. They're depressed. Why? Because we're not giving them what they need. Ms. Shafer, I love you. I commend you on your work. We know that you have a heart for this city. We know that you love the parents and the kids. We know that you want to see this city pulled up and turned around. We love you for that. We appreciate you and we applaud you. Nobody gave me papers to be a parent. I had to be a parent, a nurse, a doctor, and teach gym class. I had to do all that and I don't have a single degree in anything. My daughters are living well. They have a good education. They graduated right here from this City of Paterson. They live in their own homes. My daughter and her husband just bought a house. They're doing good, but nobody gave them any papers to do that. Why do you want to try to make her have to go back and get this and the other and she has been doing this brilliant job all along? Why do that? It's unfair. It's wrong. It's not right. We do love each one of you Board members. We come with compassion. We love you. We care. This is a sensitive issue, but it has to be done and it has to be said. As people we're speaking for each other. You want to be kings and queens with thrones and all that? Then do some king's work! Do some queen's work! Is that what you want to be? Do it. Our children are perishing.

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

Comm. Castillo: Before we move forward and before Ms. Shafer gives her responses, I do want to make an announcement that I didn't make prior. On Tuesday we will be having a community forum for the three candidates for the superintendent search. It has been advertised. It will be Tuesday at 5:30 at John F. Kennedy. It will be scheduled for three candidates for the community to come and ask questions and get a small presentation of the candidates and what they will bring to the City of Paterson. It will be at John F. Kennedy High School at 5:30 to give everyone some time to accommodate and make sure we get there and get all the information and some house rules. If you guys have any questions, please tell the community. This is your time to hear a presentation from the candidates and for you to ask questions as well. The Board will be interviewing the candidates on Monday. That's done in executive session and from there we will go to the community forum on Tuesday. We won't have any deliberations until Wednesday. Sorry everyone. Happy Valentine's Day! I will see you all here so we can deliberate and go over these candidates and the opinion of the public so that we can make a decision on who our next Superintendent will be. Are there any questions?

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School approves for the list of bills dated 02/7/18 in the grand sum of \$16,430,702.12 beginning with check number 209107 and ending with check number 209382 and Direct Deposit Numbers 148 and ending 161.

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Nicholas Moretta	NAETI Asbestos Inspector and Planner License Renewal	March 1, 2018	\$215.00 (registration)
Business Management Services Assistant/Facilities Department	Edison, NJ		
Yesenia Acosta	D&I Student Training Plans Course; NJ Wage & Hr Laws/Payment & Child Labor Laws/Hos; OSHA 10+ Course; Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders Course	March 26-28, 2018 April 18-19, 2018 April 26, 2018 Online Course	\$883.00 (registration)
Culinary Teacher/CAHTS@EHS	Morris Plains, NJ		
Cosmo Amato	D&I Student Training Plans Course; NJ Wage & Hr Laws/Payment & Child Labor Laws/Hos; OSHA 10+ Course; Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders Course	March 26-28, 2018 April 18-19, 2018 April 26, 2018 Online Course	\$883.00 (registration)
Culinary Teacher/CAHTS@EHS	Morris Plains, NJ		
Lawrence Kemmet	D&I Student Training Plans Course; NJ Wage & Hr Laws/Payment & Child Labor Laws/Hos; OSHA 10+ Course; Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders Course	March 26-28, 2018 April 18-19, 2018 April 26, 2018 Online Course	\$883.00 (registration)
Culinary Teacher/CAHTS@EHS	Morris Plains, NJ		
Sarah Sterling-Laldee	Carnegie Foundation Summit on Improvement in Education	April 3-5, 2018	\$2,425.76 (registration, transportation, lodging, meals)
Supervisor of Science	San Francisco, CA		

TOTAL CONFERENCES: 5
TOTAL AMOUNT: \$5,289.76

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

Paterson Board of Education Standing Abstentions

- Comm. 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

WHEREAS, approving the cancellation of routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation for routes: PS28H, PS28MV, PS28NH to in district special needs students and/or regular education students for the 2017-2018 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students and/or regular education students; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district special needs and/or regular education students 2017-2018 regular school year shall take effect with the approval signature of the State District Superintendent.

Cancelled Route: PS28H (NW TRANSPORT) - \$15,364.00
PS28MV (R&MAY TRANSPORTATION) - \$19,688.00
PS28NH (KRIS TRANSPORTATION) - \$15,088.00

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

Comm. Hodges: Is there an additional cost there? It said you're going to consolidate, but it also says you're going to respond to the lowest bid. I wasn't quite sure.

Comm. Castillo: Capt. Smith is actually here. Is there a cost? It says they're going to consolidate and at the same time it says going out for bid.

Capt. James Smith: They're waiting for the bid. There will actually be a cost savings with the consolidation. That's what we're doing right now. We know we have to cancel the three routes from NW Transport and the three transportation companies here. Then we're going to consolidate those kids on a regular route now. I don't want to go into their individual IEP, but it doesn't require it anymore.

Comm. Hodges: That's fine, but is the savings...

Comm. Castillo: Comm. Ramirez has it for you.

Comm. Capers: Why are we consolidating special needs kids with regular education students?

Capt. Smith: I don't want to get into their individual IEPs, but maybe it's not required anymore. I'm not going to go into that right now, but I will get you an answer for that.

Comm. Castillo: I'm not 100%, but some IEPs require you to have a bus on your own and some don't. Some can be together with general education population because their IEP doesn't differentiate that.

Capt. Smith: I can assure you that whatever we're doing here is going to comply with their IEP.

Comm. Capers: Are these the long-distance routes?

Capt. Smith: I don't know off the top of my head. You have the resolution right there, don't you?

Comm. Hodges: It says, "Supports the Department of Transportation recommendation in canceling the route granted to the lowest quote that was submitted for the transportation of special needs." Do we have an actual idea of how much money we're going to save yet?

Capt. Smith: I don't know off the top of my head right this minute. I do know that some of the routes, without getting into the individual thing here, were cancelled for other reasons. Give me about 10 or 15 minutes and I'll try to get you an answer.

Comm. Capers: Can we table this one until we get the answers?

Comm. Hodges: I just need to know what...

Capt. Smith: We have to cancel them.

Comm. Capers: I didn't say cancel. Table it until he gets...

Comm. Castillo: I want you verify what the question is before we even go that far. I just want to understand. The question is, what is the cost savings in this?

Comm. Hodges: Right. Is there going to be a cost savings and how much?

Capt. Smith: Let me go back and check on this.

Comm. Capers: I don't have another question. There were two questions we both needed the answer to.

Ms. Shafer: What's the second question?

Comm. Capers: What's the length of the routes?

Capt. Smith: Where are they going to?

Comm. Capers: Yes.

Capt. Smith: Let me see if I can get that for you.

Comm. Capers: Thank you.

Comm. Castillo: Since we had a motion on the floor, we can wait for that. Whoever made the motion can rescind it and then we will come back to it.

Comm. Redmon: I made the motion.

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

Comm. Castillo: We will ask Jim to get us the information for all of them.

Ms. Shafer: Resolution No. 4 is just a cancellation because the child is going to a new home by DYFS. It's a total cancellation.

Comm. Hodges: The cost will be...

Ms. Shafer: Deducted and retuned to us. We will no longer need that route.

Comm. Hodges: That one I can accept.

Resolution No. 4

WHEREAS, approving the following the cancellation of routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation for route WINDTET to an out of district special needs 2017-2018 school year, student was moved to a new home by DCP&P; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in cancelling the route to the lowest quote submitted for the transportation of special needs students to; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in cancelling the routes to the lowest quote submitted for transportation and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district special needs 2017-2018 school year shall take effect with the approval signature of the State District Superintendent.

Cancelled Route: WINDTET (AKA TRANSPORTATION) - \$25,410.00

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

Resolution No. 5

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation for route JPHMVQ to out of district charter school Mc Vento/Displaced student 2017-2018 school year. Route never ran; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in cancelling the route to the lowest quote submitted for the transportation of special needs students to; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in cancelling the routes to the lowest quote submitted for transportation and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for route JPHMVQ to out of district charter school Mc Vento/Displaced student 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

Cancelled Route: JPGMVQ (AMERICAN STAR) - \$12,864.00 – Route never ran

It was moved by Comm. Simmons, seconded by Comm. Redmon that Resolution No. 5 be adopted.

Comm. Hodges: Does that \$13,000 come back to the district?

Comm. Castillo: Yes.

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

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation for routes to in district special needs students and/or regular education students 2017-2018 extended school year and regular school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in cancelling the route to the lowest quote submitted for the transportation of special needs students and/or regular education students; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district special needs and/or regular education students 2017-2018 extended school year and regular school year shall take effect with the approval signature of the State District Superintendent

Cancelled Route: WINDBQ (KRIS TRANSPORTATION) - \$6,321.00

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

Comm. Hodges: This was supplied with a delayed response. The response form says the student was relocated back to Paterson and the route is no longer needed. Is that the reason for the delay in it appearing before the Board?

Comm. Castillo: I'm sorry, Dr. Hodges. I didn't even hear the question.

Comm. Hodges: Once you have a resolution that's already enacted before the Board has had a chance to vote on it you issue a reason why that took place. Otherwise you're engaging in conforming order. The reason being given here is a student was relocated back to Paterson and the route is no longer needed. The reason we're receiving this now is because that took place already?

Ms. Shafer: The reason you're getting that late is the reason that you're getting it period. The student no longer needs transportation. They have been relocated back to Paterson and Resolution No. 6 says the same thing.

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. 7

WHEREAS, approving the addendum to remove an aide from this route for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2017-2018 regular school year for in-district special needs students, an aide is needed for each route for safety reasons and,

WHEREAS, the District would like to addendum the 2017-2018 school year contracts, the addendums are as follows:

Contractor	Route#
WE CARE SCHOOL TRANS	NJEDDAHS

NOW THEREFORE BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation to addendum contracts, adding aides to routes the 2017-2018 school year.

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor, being awarded this bid have complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, the addendum to this contract, removing an aide from routes for the 2017-2018 school year, shall take effect with the approval signature of the State District Superintendent.

CANCELLED AIDE - WE CARE SCHOOL TRANS – NJEDDAHS \$ 4,992.00
11-000-270-514-685-000-0000-000 (Special Education)

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 7 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. 8

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation for various schools to in district and out of district special needs students for 2017-2018 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation of in-district & out of district students; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the routes to the lowest quote submitted for transportation and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for in-district & out of district students attending PS #24 & Windsor Prep HS for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

KRIS - 11.000.270.514.685.000 – SPED - \$17,582.00(WINDBQ)
SAFE STUDENT - 11.000.270.514.685.000 – SPED - \$16,225.00(PS24S118Q)
TOTAL - \$33,807.00

It was moved by Comm. Martinez, seconded by Comm. Simmons that Resolution No. 8 be adopted.

Comm. Hodges: How was that contract awarded? Did we go out to bid?

Ms. Shafer: They may have done a quote before they go out to bid.

Capt. Smith: What number?

Comm. Castillo: Number 8.

Capt. Smith: The awarding of the transportation contract is one of the vendors that we have already awarded contracts to. We used one of them and we got a quote on it. That particular vendor that had this one didn't fulfill their obligation. We cancelled their contract and we put them on another one.

Comm. Hodges: How was that contract awarded to the other one?

Capt. Smith: We took it from the existing ones or we did a quote, one or the other. I don't know off the top of my head. I can find that out.

Comm. Capers: I know we own a couple of buses. If we're cancelling different contracts midyear, why aren't we using one of our buses?

Capt. Smith: We can't use our buses for that. We don't have drivers with CDL licenses during the day. We're in the process of hiring somebody because we're doing it for the student attendance and stuff like that. We're also in the process, since we received the two buses, of working out a plan which I spoke to you earlier about with athletics to transport maybe a tennis or bowling team. It's a 29-passenger. We're going to use that as a pilot program to see how effective that is. We're storing those two buses here at 90 Delaware. We can't use them for this because we don't have any drivers right now.

Comm. Hodges: I'm a little troubled here because I would have thought that there would be a standard procedure in place when this kind of thing happens. It doesn't seem to be because it could be this way or the other depending on I don't know what. Is there a policy that we do this? What happens and how do we determine whether it happens consistently?

Ms. Shafer: In order to do this quickly you would need to do a quote so that the kids are transported every day. Then you can go out to bid because then during that time the children are still being transported to school. Going forward, we're going to make this specific so you would know either we went to the second bidder for that or we went out to a quote, to be more specific.

Comm. Hodges: Absolutely. There should be a consistent practice that we can all rely on.

Comm. Castillo: I think Capt. Smith said in the beginning that it was a quote that was received.

Capt. Smith: Right, but Ms. Shafer is correct. Dr. Hodges is correct too. We can add more information for you. We just keep trying to add as much information as we can every meeting. But if there is something else that you feel is valuable such as did we take it off? Did we go to the second highest bidder? Did we have to quote the route? Those are valid questions and we can put them on there.

Comm. Hodges: I'm just looking for a consistent process throughout.

Capt. Smith: We have a consistent process, but we want to spell it out more for you so there will be no questions on it. We'll try to give you as much information as we can.

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. 9

WHEREAS, approving the following quoted route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for the remainder of the 2017-2018 school year;

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to add an additional route to School 16 due to the new special education applications received. Route will run from now until our next bid in March. This shall take effect with the approval signature of the State District Superintendent

Contractor	Route #	Per Diem Cost	# of Days	Total Cost
SARAH TRANSPORTATION, LLC.	PS16S418Q	\$199.00	56	\$ 13,104.00
11-000-270-514-685-000-0000-000 (SPECIAL EDUCATION)				

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 9 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. 10

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation for various schools to in district and out of district special needs students for 2017-2018 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation of in-district & out of district students; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the routes to the lowest quote submitted for transportation and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for in-district students attending PS #28 for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

AMERICAN STAR TRANSPORTATION, LLC – PS28S418Q \$ 9,828.00
11-000-270-514-685-000-0000-000 (SPECIAL EDUCATION)

TOTAL - \$ 9,828.00

It was moved by Comm. Martinez, seconded by Comm. Ramirez that Resolution No. 10 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. 11

WHEREAS, approving the following route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson pupil to an out of district special needs programs and to various other schools for the 2017-2018 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, and the District agrees to the terms of the contract for the 2017-2018 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2017-2018 school year with Northern Regional Educational Services Commission, as follows:

Route	School(s)	Total
1322F	Special Education – Highland School	\$7,092.80

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2017-2018 school year, shall take effect with the approval signature of the State District Superintendent.

11-000-270-518-685-000-0000-000	(Special Education)	\$6,820.00
11-000-270-350-685-000-0000-000	(Management Fees)	\$ 272.80
TOTAL:		\$7,092.80

It was moved by Comm. Simmons, seconded by Comm. Ramirez that Resolution No. 11 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Capers and Comm. Redmon 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. 12

WHEREAS, approving the addendum to add an additional destination to current route for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2017-2018 regular school year for in-district special needs and regular education students, an additional destination is needed for Route DALSV, beginning January 29, 2018 to transport a new McKinney Vento student for safety reasons and,

WHEREAS, the District would like to amend the 2017-2018 school year contract due to an additional destination being added, the addendums are as follows:

<u>Contractor</u>	<u>Route #</u>	<u>Destination Cost</u>	<u># of Days</u>	<u>Total Cost</u>
SARAH	DALSV	\$40.00	95	\$ 3,800.00

NOW THEREFORE BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation to addendum contracts, adding aides to routes the 2017-2018 school year.

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor, being awarded this bid have complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this addendum to the contract, adding a destination to routes for the 2017-2018 school year, shall take effect with the approval signature of the State District Superintendent.

11-000-270-514-685-000-0000-000 (Special Education) \$ 3,800.00

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 12 be adopted.

Comm. Capers: Just adding one route is almost \$4,000 for one student?

Comm. Castillo: Yes.

Comm. Capers: Thank you.

On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 13

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation for various schools to in district and out of district special needs students for 2017-2018 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the lowest quote submitted for the transportation of in-district & out of district students; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the routes to the lowest quote submitted for transportation and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for in-district & out of district students for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

WE CARE SCHOOL TRANSPORTATION - 11.000.270.514.685.000 – SPED - \$ 2,745.00 (CTCS418Q)
TOTAL - \$ 2,745.00

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 13 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. 14

WHEREAS, approving the addendum to add an aide to routes for student transportation safety will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District currently provides services for student transportation services for the 2017-2018 regular school year for in-district special needs students, an aide is needed for each route for safety reasons and,

WHEREAS, the District would like to addendum the 2017-2018 school year contracts, the addendums are as follows:

Contractor	Route #	Aide Cost	# of Days	Total Cost
4 DIAMOND	BLOOM15	\$45.00	47	\$ 2115.00

NOW THEREFORE BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation to addendum contracts, adding aides to routes the 2017-2018 school year.

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor, being awarded this bid have complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this to addendum contracts, adding aides to routes for the 2017-2018 school year, shall take effect with the approval signature of the State District Superintendent.

11-000-270-514-685-000-0000-000 (Special Education)

\$ 2115.00

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 14 be adopted.

Comm. Hodges: Is it not part of our standard to have an aide? Is this an additional aide to what we normally have?

Comm. Castillo: An additional aide.

Comm. Capers: How many students are on that bus? Is it a packed bus?

Comm. Castillo: Not necessarily. It's just for safety reasons.

Comm. Capers: How many students are on the bus? What safety reason?

Capt. Smith: We could have a student on here, without getting into names or giving the particular situation, which created a danger for other students. We needed to have an additional aide there to help solve this problem. We can get you more information, but I'm not at liberty to discuss the particulars here.

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. 15

WHEREAS, approving the following temporary routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified the need for William Colon & Priscilla Ocasio to provide transportation for student; ID # 2024310, to NJEDDA High School special needs program for 2017-2018 regular school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in granting the guardians of student; ID # 2024310 permission to transport student to NJEDDA High School; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the routes to the lowest quote submitted for transportation (as attached) and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for student; ID # 2024310 to NJEDDA High School for the remainder of the school year on route NJEDDAHSDU, for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

William Colon & Priscilla Ocasio – Route NJEDDAHSDU
11-000-270-514-685-000-0000-000 (SPECIAL EDUCATION)

\$1,359.00

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 15 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. 16

School One & Facebook's Laptop Donation Program

Whereas, The Paterson Public School District is in favor of supporting quality community services for its students and working to support the healthy development of children in our community.

Whereas, The Paterson Public School District wants to ensure that all students are provided with optimal learning environments to develop students' full academic and creative potential.

Whereas, the principal and staff of Renaissance One School of Humanities work in collaboration with community partners to ensure that students are exposed to a variety of learning experiences and civic engagement activities.

Therefore, Be It Resolved, that the Paterson Public School District acknowledges and accepts a donation of refurbished 40-50 Lenovo, 1X carbon model laptops and approximately 10-15 MacBooks at an approximately value of \$350.00 per laptops to be used in the classroom for literacy, mathematics, enhanced technology skills, testing, career and college readiness skills and instruction to facilitate multi-sensory learning experiences. This donation is in the amount of approximately \$21,000.00.

It was moved by Comm. Martinez, seconded by Comm. Ramirez that Resolution No. 16 be adopted.

Comm. Hodges: There's a question and I'd kind of like to know whether this went through the technology department. We just can't accept any kind of computer equipment anymore. We're trying to standardize so that they can repair and add software. A lot of things we can't do. We just can't take anything. That's one of our major thrusts lately, to make sure that these are standardized and that they go through technology before. If a teacher goes out to so-and-so and gets a gift of Lennox operating systems that doesn't help us because we can't fix it. It doesn't help us at all. They've asked any kind of gift to go through technology. They're creating a standard. I have no objection to these two if they have gone through. Without that understanding, I can't vote on it.

Comm. Arrington: What operating system is this? Have they been scanned for viruses? There are a lot of questions. We don't want to introduce equipment that hasn't been properly scanned.

Comm. Castillo: From my understanding, it did go to the technology committee. Cheryl can get more information.

Comm. Simmons: Through the committee or through the department?

Comm. Castillo: Department. That's definitely something we have to look into then.

Comm. Capers: Just to go with what my colleagues were saying, we are trying to change the culture in terms of the technology and what principals in the schools are ordering and accepting. We do want to follow the lead of our technology department so we have one base of technology going on in our district and our technology department can support it. I'm not the biggest expert, but going to these different conferences and talking with different technology people, like Comm. Arrington said and all those different things he mentioned.

Comm. Simmons: We already have them. Did we receive them already?

Comm. Castillo: Yes.

Ms. Shafer: Lenovo is also a vendor that we use, but you do make a good point that it needs to go through the technology committee and then to the technology department to check for viruses and other things.

Comm. Capers: How did we get them before we vote on them?

Comm. Simmons: I think that's what we're trying to establish.

Comm. Castillo: That's exactly where we're going.

Comm. Capers: It's sitting in a school building and we're actually voting to accept it.

Comm. Castillo: We have a motion on the floor, but that's definitely...

Comm. Capers: It's a discussion.

Comm. Castillo: That's the discussion that we're having right now with Ms. Shafer. We should have this information prior to actually receiving or accepting it. They might be in the building, but someone said okay. It has to come before the committee prior to it coming here.

Comm. Capers: We have to change the process.

Comm. Castillo: That's what we're agreeing on.

Comm. Hodges: That's the issue. I'm not concerned about the committee because the technology department has already established that there's a...

Comm. Simmons: I know that it has been discussed, but I'm not sure that it's actually in practice, just in conversations that I've had with some of the technology staff lately. It's something that we'll have to create a policy for.

Comm. Castillo: Both of you gentlemen are on policy and technology, so please keep us updated on what goes next.

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

Comm. Rivera

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

Resolution No. 17

Whereas, in an effort to ensure students are provided greater access to current technologies, and their benefits, the acquisition of the computers being donated would grant our students access to not only up-to-date system-based educationally-minded applications, but also multitudes of online-only available resources,

Whereas, the above mentioned donated computers will be used to supplement much needed technology (in the form of computers) throughout the classrooms in the building,

Whereas, Paterson Public School Number 5 partners with New Jersey Community Development Corporation (NJCDC) through Paterson Public School's Full Service Community school initiative.

Whereas, the Paterson Public School District will accept the donation of 60 HP Compaq 8000 mini towers and 14 Samsung Sink Master 940BE monitors for School Number 5 from New Jersey Community Development Corporation (NJCDC) who accepted the donation from the Passaic County Social Security office,

Be It Resolved That, the Paterson Public School District Board of Education acknowledges and accepts this generous donation of 60 computer towers and 14 monitors for School 5 at no cost to the district.

It was moved by Comm. Martinez, seconded by Comm. Ramirez that Resolution No. 17 be adopted.

Ms. Sandra Diodonet: Just some input on that, School No. 5 did reach out to the technology department to ensure that these monitors were worthwhile. They came through our Full-Service Community Schools and it's an opportunity for our kids to have those monitors. Mr. Sendon did reach out to the technology department and they gave the approval that it was worthwhile equipment. I was on site when that happened. I'm talking firsthand, not hearsay. I saw it. Then I said to put in the action. This was the process and I will be part of the policy committee so I can help out with that policy to have that process in place. I think that is the best way when technology says and it's not like we're accepting bad materials. We did get the approval of technology.

Ms. Peron: If I may, I also need to add that School No. 1 also did the same thing for their donation for the technology. They also reached out to the technology department. I was just discussing with Ms. Shafer that maybe when this comes around on the Board action that we add that it has a signoff from the technology department so that you have that knowledge.

Comm. Hodges: You mentioned monitors. Did you also mean the computers with them as well?

Ms. Diodonet: They were monitors and towers.

Comm. Castillo: Mini towers.

On roll call all members voted in the affirmative, except Comm. Capers who voted no, and Comm. Hodges and Comm. Martinez 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

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Comm. Rivera

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

Resolution No. 18

Whereas, The District Acting Superintendent has created a District Plan with priority given to preparing students for success in higher education and in their chosen careers.

Whereas, Within the Acting Superintendent's Plan priority is given to effective academic programs and efficient, responsive operations, with emphasis on creating student centered supports and staff capacity.

Whereas, The Assistant Superintendent of Human Capital, Labor Relations and Affirmative Action recognizes a highly qualified, competent, skilled and dedicated workforce is essential to the success of the District and student achievement.

Whereas, The Paterson Public School district requires its consistently increasing Bilingual/ELL student population, as with the remainder of district students, to be provided an education that is conducive to excellent academic success.

Whereas, Filling all current and future instructional vacancies, within critical shortage areas such as Bilingual Education supports the priorities outlined in the Acting Superintendent's Plan.

Whereas, Relationships have been formed with the eight campuses of the University of Puerto Rico in order to recruit new college graduates, current teachers and alum, as prospective teachers for the Paterson Board of Education.

Whereas, The Assistant Superintendent of Human Capital, Labor Relations and Affirmative Action requests the authorization to encumber \$11,220 to provide travel and accommodations for a recruitment team of six (Ms. Susana Peron, Ms. Sandra Diodonet, Ms. Lourdes Garcia, Ms. Bernice Marshall-Simmons, Ms. Jessica Colli and Taina Pou) to travel to the University of Puerto Rico, Rio Piedras Campus to conduct two (2) job fairs specifically for the Paterson Board of Education on April 3, 4, 5, 6, and 7, 2018.

Whereas, The Board of the Paterson Public Schools has reviewed the recommendation of the Assistant Superintendent of Human Capital, Labor Relations and Affirmative Action; and

Now, Therefore, Be It Resolved That, The Board of Paterson Public Schools accepts the recommendations of the Assistant Superintendent of Human Capital, Labor Relations and Affirmative Action and approves the payment of \$11,220 for travel expenditures; to conduct interviews at the University of Puerto Rico.

It was moved by Comm. Martinez, seconded by Comm. Simmons that Resolution No. 18 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

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Comm. Rivera

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

Resolution No. 19

Division of Academic Services and Special Programs
Theater Program with Bergen PAC for School 5 and New Roberto Clemente

Whereas, the Bergen PAC Theater Program through supports 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, students at School 5 and New Roberto Clemente have previously participated in the Bergen PAC Theater Program through the 21st Century Community Learning Centers Programs; and

Whereas, Bergen PAC has identified a funding source to continue to provide the Theater Program for students in the FSCS Afterschool Program at School 5 and the FOCUS 21 Program at NRC with no cost to the District; and

Whereas, Bergen PAC would like continue the Theater Program by providing instruction to students in the afterschool programs at School 5 and NRC for one session per week for one hour to one and a quarter hours for the remainder of the school year; and

Be It Resolved, that the Paterson Board of Education approves the continuation of the Bergen PAC Theater Program for students attending the afterschool programs at School 5 and NRC at no cost to the District.

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 19 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
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- Community Charter School of Paterson

Capt. Smith: At the beginning of the discussion I asked if we could go back to the original resolution to see if there was any cost on it. I didn't realize when we pulled it the costs were on there. It said that we're eliminating those three routes and going on to three existing routes. The cost of \$15,364, \$19,688, and \$15,088, which is defined on the item, totals \$50,140. That's what we're saving. We're cancelling three routes and putting them on existing routes, which does not cost us anything.

Comm. Hodges: That was my point. I didn't understand.

Capt. Smith: I'm sorry. I did think it was on here, but when you said it wasn't I thought maybe it wasn't. But it was.

Comm. Castillo: So now these students are going on existing routes and we're saving that amount.

Resolution No. 3

WHEREAS, approving the cancellation of routes for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance; and

WHEREAS, the Paterson Public School District has identified a need to cancel transportation for routes: PS28H, PS28MV, PS28NH to in district special needs students and/or regular education students for the 2017-2018 school year; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation's recommendation in cancelling the route granted to the lowest quote that was submitted for the transportation of special needs students and/or regular education students; and

BE IT FURTHER RESOLVED, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this contract, has complied with all Affirmative Action requirements.

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district special needs and/or regular education students 2017-2018 regular school year shall take effect with the approval signature of the State District Superintendent.

Cancelled Route: PS28H (NW TRANSPORT) - \$15,364.00
PS28MV (R&MAY TRANSPORTATION) - \$19,688.00
PS28NH (KRIS TRANSPORTATION) - \$15,088.00

It was moved by Comm. Ramirez, 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

Comm. Rivera

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

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Castillo: We met Monday, February 5 at 5:40. Presiding was myself, Comm. Martinez, Comm. Capers, and Comm. Ramirez. We spoke about various things. The first one was the Amistad Commission. We got information on how it's being used in the classrooms and in field trips. Some teachers have gotten professional development on it, but it's also something that is still going through and they're doing every day. It's curriculum-based. We actually had a PEA representative who does the professional development for her school at School No. 28 come and give us some information of guides and information that they give teachers in order to follow the Amistad process. We also spoke about the Full-Service Community School donations from Valley National Bank and how we were looking to work with various banks and the district to make sure we can get some donations from them. Is there anything that the other Commissioners would like to add? I also had this conversation with the curriculum department to make sure about the All Boys School so we can get an update, not only in committee, but on the Board as well on how that program is working and what's going so we can create a plan moving forward. That's coming in the next month. We can get that information on how the program is progressing, identify the pros and cons, make sure the application process is in hand, and see if our students are getting what we wanted from this program. It's definitely a report that has been missing and it's coming to the Board pretty soon.

Comm. Hodges: You mentioned that some teachers were being trained in Amistad. How many and what's the anticipated timetable for all of them to receive appropriate training? I have a philosophy that if some are doing it, then nobody is getting it until all of them get it.

Mr. Luis Crespo: Good evening. On March 2 social studies teachers from k-8 will receive the training and then in June all of high school will receive the training for social studies.

Comm. Hodges: Isn't this supposed to be interdisciplinary?

Mr. Crespo: It can be used in an interdisciplinary approach and it is the way that we have delivered it. The code wants you to start with social studies, so we're starting with social studies.

Comm. Castillo: There are links and things that they've added for teachers for the curriculum as well. There are field trips that they can send their students on. We also asked for a list of field trips and initiatives that the schools were taking. It's a conversation that we're going to have with the principals so we can see the percentage

and the amount of what principals are doing at each school. We'll be getting that document pretty soon.

Comm. Hodges: (Comments made away from microphone)

Comm. Castillo: This is a program that we're already working with. We've already approved a contract for this. This is just an amendment to it. We've had so many issues with special education and making sure that the parents get the information and that in between of parents trying to speak to staff, not getting all the information because our staff is doing 10 million things. Sometimes that counseling is on what they need, what they should be receiving, how to read the IEP, what they can add on, dates, and schedules. I will speak to you and then I will go to the special education department or someone assigned and make sure we work together. It's a mediator so that we can get all of the parents' issues resolved and make sure that the students get anything that they are missing or need to receive. With our special education department, we've had various concerns, especially from the parents. Sometimes they're not getting all that they need or not knowing how to go about it. This is to alleviate for right now.

Comm. Hodges: Is this a special education teacher? What are we doing here?

Comm. Redmon: We approved this amount for \$25,000 and it looks like an additional \$40,000. Is it additional to the \$25,000?

Comm. Castillo: \$15,000.

Comm. Redmon: A total of \$40,000. We're doing an additional \$15,000.

Comm. Castillo: Yes.

Comm. Redmon: Were any staff members from special education included on this resolution?

Comm. Castillo: To do the work?

Comm. Redmon: Was any staff member from the special education department put in on this when you guys decided to include? It says 'include special education concerns.' It looks like it's an add-on.

Ms. Shafer: This is an add-on. The original was approved for \$25,000. We're now adding \$15,000. We don't have a director of special education. That position was cut and eliminated. We have a chief who's trying to do everything. I'm trying to answer with the parents. Pam is trying to do it. Right now, what I don't want to do is not get back to parents in a timely manner, especially when it comes to special education. We finally have a plan for our compensatory time that owed. We've started moving in the right direction and we now need to be able to get back to our parents as quickly as possible. This is a quick fix. \$15,000 will get us to June and then hopefully the compensatory time will eventually catch up. We will have less problems and be able to at some point get a director of special education.

Comm. Hodges: My original question never got answered. Is this a special education professional that's doing this?

Ms. Shafer: This is a retired Paterson school administrator who did some special education work, was an assistant superintendent, and did a little bit of everything. Does she know how to deal with special needs parents? Yes.

Comm. Martinez: This is not a total of \$40,000. There was an additional \$15,000 to get to the not-to-exceed amount of \$40,000.

Comm. Castillo: This is also for them to cover more schools.

Comm. Redmon: So right now we have \$25,000 and an additional \$15,000. My main concern is that the special education department was not included. I understand you're trying to fill the executive director's spot. Wouldn't we be going for somebody that's qualified for this position full-time for next year?

Ms. Shafer: Yes. That's what I'm hoping for. It's a priority in the budget. We have a lot of priorities and we're still trying to close the gap. We do need a director of special education.

Comm. Castillo: I just wanted to make a comment for Comm. Capers. A lot of these phone calls are being answered by Ms. Shafer or by Ms. Powell. This is helping them as well because a lot of parents have been calling them and trying to find a solution to everything else that they are already both doing.

Comm. Capers: Talking about closing the gap, hiring more consultants is not closing the gap.

Comm. Hodges: It's not.

Comm. Capers: What does this firm do with our district that our in-house people don't do? What is the difference here?

Comm. Castillo: We need someone.

Comm. Capers: We have people. There are principals and guidance counselors. Then we have a whole special education department. Why are we hiring more consultants to talk to parents?

Comm. Hodges: Who aren't special education people, by the way. That's my real problem. I'm looking at all the compensatory time that we have in front of us. I'm looking at the tremendous costs. I'm sitting there talking to the Education Law Center about this very issue. I want to be able to say we are making strides that address the compensatory time in a significant manner. Not the discussion about the compensatory time, but the compensatory time. Unless they are decreed and can address the special education problem, I don't want to pay the money for it. I need to get that situation addressed. It makes more sense to me financially that we attack the issue that's on the table in front of us, which is to actually provide those services that we haven't done. If you need to find a way to get information, that's one thing. You really need, by law, to provide the services and this does not seem to do that.

Ms. Shafer: This has nothing to do with providing the services. It's two different things. We have a plan. We have worked with the state. The state approved the amount of compensatory time that we owe. The data is all accurate now and correct. We went through it with the state. Now we have the Saturday program we're going to start in February. We have an after-school program. Then we have the speech therapists that

are given compensatory time during the day. We have a plan to address now the compensatory time that is owed. In addition to that, we have parents that have other problems, concerns, and issues around their special needs children. We need to address those at the same time. We've cut back in central office, as you all know, over the years the director of special education. We do not have the money right now to hire somebody in that position. What we do have is a retired administrator from Paterson who knows special education, knows the community, is from the community, and would be able to help us for \$15,000 to get us to the end of the year to address the special education parents and their needs.

Comm. Redmon: When we cut the executive director for special education position, when was that cut? How long have we been without that director?

Comm. Castillo: It was a position that wasn't approved by the state as well. It's not that we didn't want to hire or that we couldn't hire. It's just a position that wasn't approved by the state for a very long time.

Comm. Redmon: What was the reasoning for that position not being approved?

Comm. Castillo: They don't have to give us a reason.

Comm. Redmon: I'm just asking because I didn't know. My mind wants to know this. That's why I'm just asking.

Comm. Hodges: Which particular schools are being serviced by this group?

Ms. Shafer: This isn't a group. This is one individual. The \$25,000 was approved two Board meetings ago.

Comm. Castillo: At the December meeting.

Ms. Shafer: Right. This is one person dealing with all of the parent complaints that I and Ms. Powell have been dealing with that come through special education. It's not any particular school. It's for the district. When the parents call me, I will get with this person, explain the situation, and have them do the legwork that I just don't have time to do right now.

Comm. Redmon: This person that we're talking about will actually be the liaison between the district and yourself?

Ms. Shafer: No, in special education.

Comm. Hodges: Are they certified?

Ms. Shafer: In special education? No. They were a principal, an assistant superintendent, a vice principal, and a teacher in the district. In their role as a vice principal, principal, and assistant superintendent they've had experience in special education. To be able to listen to the parents, follow up, do the research, and get back to the parent is what we're asking them to do.

Comm. Hodges: With all due respect, I'm troubled, particularly when you're telling me that we have a \$60 million shortfall and we're going to try to eliminate consultants and the first thing I see here is another consultant to increase that cost. I'm troubled by that. Notwithstanding the need for parents to get their needs addressed and answered. I

would much rather see another special education teacher hired to provide those services. Then they might have fewer questions if we had more people on staff to provide the services that they need. Or if we had the proper orientation, then I think you would be able to save that cost and put it towards the mounting problems that we have across the district. I'm having trouble with this.

Ms. Shafer: I would love to get another person just to do this. For \$15,000 I'm not going to be able to do that. We were trying to be responsive to the parents. If we need to do it a different way or continue to do what I'm doing, then that's what we will do. I do want to say that we have decreased the amount of consultants. I don't even think we have \$150,000 worth and at one time it was millions. We will get you those numbers, but it's way down and this is the first one that I'm bringing to you. If we need to go in another direction, that's what we will do.

Comm. Capers: The total amount we're giving this firm is \$40,000, correct?

Comm. Castillo: Not-to-exceed.

Comm. Capers: We gave them \$25,000 and we're adding \$15,000. How much would it cost to hire a part-timer? Would it be around that same amount?

Ms. Shafer: A part-time teacher, about \$25,000 or \$27,000.

Comm. Capers: Why didn't we go in that direction instead of going to a consultant?

Ms. Shafer: I'm not sure if we're going to find a part-time teacher to do that. We have trouble filling the full-time teaching positions we have in special education.

Comm. Castillo: These are questions that we continue to add. It doesn't require a vote tonight. We can definitely get more in-depth and more information for the next meeting. We can email the Superintendent just to move that forward.

Operations

Comm. Redmon: Operations met today, but the report will be for the next meeting.

Comm. Simmons: Before the next meeting, can we get an answer on O-2? There is a contract that will automatically renew annually. I wanted to know if there is a process where there's an evaluation or assessment of the effectiveness of the program prior to renewal.

Comm. Capers: On the subject of hiring consultants, O-1 doesn't require a vote tonight, but it's talking about hiring another consultant to be a mentor to the principal at the Young Men's Academy. It's another discussion that we need to have in terms of where we're going as a district and those different things.

Comm. Hodges: What are the deliverables and how will they be measured? More importantly, why do we need that? It's the same thing. If we're going to get rid of consultants, we get rid of consulting. If we're not, then we're not going to do it. We just can't pick people piecemeal. We need to make a commitment to take that money and put it where it needs to go. Or we just stop playing games and do whatever we want to do.

Comm. Capers: If a new principal comes into our district, do we have a mentoring process in the district? How is that working? Is it working effectively?

Ms. Shafer: It's as effective as the people make it. You need to spend time with that individual and that's on your own time. It's not a paid mentorship like the teachers are. It's different.

Comm. Hodges: What are the deliverables and how will they be measured?

Ms. Shafer: We will get that to you.

Comm. Hodges: On O-4, why is this coming to us late? Is that because of the problem with the purchase of the tickets? It has a checklist behind it.

Comm. Castillo: She's going to get us the answer.

Fiscal Management

Comm. Martinez: The finance committee met on February 2. We discussed a lot of what was shared with us this evening by Mr. Matthews, the option we have to reduce costs to our health benefit programs and the option with education funding sources. Both of those items were touched on tonight. We also discussed a lot of the strategies to close the budget gap. You have the reports right there in front of you. So as not to be redundant, I'm not going to go into great detail about what was already presented.

Comm. Hodges: On F-13, didn't we expand their payments last year?

Mr. Morlino: That was phase one. This is phase two. This is the engineering for phase two. Our oversight is to put together the package to go out.

Comm. Hodges: But we did increase it.

Mr. Morlino: We did.

Comm. Hodges: What are we going to do to make sure we don't have to increase it this time?

Mr. Morlino: Hopefully the number is more accurate this time.

Comm. Hodges: I can't hope anymore. We already have a big deficit. I'm trying to find out.

Mr. Morlino: Again, this is something that's going to recoup you millions of dollars.

Comm. Hodges: That's a wonderful thing, but I need to make sure the numbers are coming in accurately.

Mr. Morlino: It's not out of our budget.

Comm. Hodges: But if the goal post keeps moving in terms of what they get paid, it's still a problem.

Mr. Morlino: It moved once. It did move.

Comm. Castillo: Mr. Morlino, can you just double check and please send us all an email or notify us if the information is correct?

Mr. Morlino: Will do.

Personnel

Comm. Redmon: Personnel met on Monday. Presiding was myself. Present was Comm. Castillo. Absent was Comm. Rivera. Staff members present were Ms. Luis Rojas and Ms. Terry Corallo. We talked about Alan Knight's resignation effective March 1, 2018. Ms. Corallo discussed with the committee her plans for ensuring that Alan's job and responsibilities are picked up. We also talked about Paterson Partners with Puerto Rico in conjunction with sponsoring a school in Puerto Rico. A group of administrators and staff will be visiting the University of Puerto Rico with the goal of recruiting new graduates, teachers, and alumni as prospective bilingual teachers for Paterson school district. The Board resolution details the recruitment efforts. It's on the January agenda for approval. Recent administrative appointments are Nicolette Thompson, an interim principal at SET Academy. She's filling a position for a retired principal and she will get paid an \$850 monthly stipend. We have an interim VP at SET Academy. Ms. Thompson assumes that role and that's a \$500 monthly stipend. The teacher true vacancies are at 36 after February 1 they are 14. We will review and discuss in detail vacancy lists that were received by Board members. We asked for a total vacancy list for all PC numbers. We all received that and we will discuss that later. The meeting ended at 5:45 p.m.

Governance

Comm. Martinez: Governance has no resolutions for submission, just an update on some of what was taking place. We discussed some of the current tenure cases that are going on. Because of the nature, obviously we can't get into detail here. We also touched on the sale of the three properties. Right now, we just have some light interest. Folks are kicking the tires. Nothing is imminent or forthcoming at this moment. That was what we discussed in our governance meeting.

Comm. Capers: Where is the policy that I submitted? It should have hit your committee by now.

Comm. Martinez: We discussed that.

Mr. Murray: There are two policies that are still at the consultant Strauss Esmay. We've not had response from them. The other three are still in the development stage with getting calculations. I hope to have them. Also, input from the Superintendent is required.

Comm. Hodges: I'm trying to understand why we're sending them to Strauss Esmay all of a sudden.

Mr. Murray: It's my understanding that Strauss Esmay has been the policy consultant to Paterson for many years and they have a reputation for developing policies. Perhaps Ms. Williams, our Board secretary, can give a little bit of history on them.

Comm. Hodges: I'm familiar with them. Policies that we write get referred to them over the years?

Mr. Murray: As I understand, the answer is yes.

Comm. Hodges: Okay. That has never been the case that I'm aware of. The reason why is because of the length of time. We've gotten policies passed without having gone to them. I'm wondering about the cost of that extra step when it's our local policy. We're not asking them to collaborate statewide. We're asking them to address what we want to do locally. It makes no sense to send it to them when it's our issue.

Mr. Murray: What they do is provide both their expertise in drafting and their expertise in the most up-to-date without any additional cost to us. They represent so many districts with legal issues. Then they codify it and that is to find where within the policy book the particular policy would go. In significance to a well-drafted policy, which we can check, I don't know the cost. That's a good point raised. I would suspect that their costs are a lot less than if we gave it to one of the law firms. The policy book is an important document. It's not something that is a dusty set of books on the shelf. A policy book becomes a key issue in litigation. That's where we look to their expertise. But I will find out the cost and have a report back to you. I will also check on the history as well.

Comm. Hodges: Every penny counts. Thank you very much.

Mr. Murray: You're absolutely right, Dr. Hodges.

Comm. Capers: It will be in the next governance committee meeting?

Mr. Murray: I can commit in terms of the law department. There are three policies that are in draft. You and I spoke about approximately...

Comm. Capers: I'm not talking about those. I'm talking about the two that we did over the summer.

Mr. Murray: Okay. I wasn't sure which ones they were. I wanted to address all of them.

Comm. Castillo: I don't mean to interrupt. We do have a policy committee. We can definitely send it to policy and maybe see if...

Comm. Capers: I get that. I'm just trying to figure out where this is in transition. I wrote five policies so far. These two policies that I'm talking about I've written in the summer. He can confirm it. We vetted through committees. We vetted through everybody. Now it's the next year. We are in February. I'm just asking where these two policies are.

Comm. Martinez: And you were just told.

Comm. Capers: I'm not trying to belabor the point. Mr. Murray, we sat down in July and wrote these policies and now it's February. I'm just talking about two policies. I know it had to go through a lot of vetting. We did the process. Do we have to go to Strauss Esmay and get the policies? What is the problem here? I don't know why they take it? We're paying them to do a job, to look it over. The policy is written. You drafted it up. They just have to look it over and send it back. The process is crazy to me.

Comm. Castillo: Now that we have a policy committee, it's just to move some of these issues forward. Comm. Simmons is the chair of policy. We can have a conversation and see if we can start moving this policy process a little faster. That's why this was

separated, so we could have more information on the policies that we have and speed up the process for new policies as well. I think just separating it from governance is going to help in that area.

Subcommittee Reports

Parent/Community Committee

Comm. Castillo: I just wanted to let you guys know that Family/Community Engagement did meet on Tuesday, February 6. In attendance were Comm. Arrington, Comm. Capers, and myself. Mr. McDowell gave us an overview. Two of us were new in the committee. We reviewed what the committee was responsible for, what it does, and what it's currently doing for the district. We spoke about the PTO leadership and the overview and the various activities discussed from each school. We also discussed the Parent University, the pros and cons, and how they have been working, how to expand and make sure that they grow, as well as Mr. McDowell and Bridget reaching out to other districts and attending conferences to make sure that our PTOs are getting the best information and the development that they need. They also have a lot of future plans, which would include many of us to help with the community in various schools for future projects that he will be developing and giving us all the information. We also have four upcoming events. The Union Avenue presentation is tomorrow at John F. Kennedy. The Superintendent quarterly meeting at 90 Delaware is on February 22. The PTO leadership meeting is here at 90 Delaware on March 17. The PTO leadership civic trip is March 2018. That's all information that's going to be emailed to all of us so that we are all aware of what's going on with our PTOs, families, and parents. We'll get more information on SEPAC as well. Did technology meet? No?

OTHER BUSINESS

Comm. Castillo: Before we end, I do want to thank our 1,700 viewers on Facebook. Thank you for showing up. Thank you for tuning in. We definitely appreciate you. I know it's cold. We're definitely interested in this new way of our community being able to see what's going on at these meetings.

Comm. Capers: I just want to say Happy Birthday to Gilman.

Comm. Castillo: Happy Birthday. Thank you, Gilman, for all that you do for this district. Thank you so much.

Comm. Capers: It's a new policy. The President has to sing Happy Birthday.

Comm. Castillo: He'll leave the district if I sing.

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

The meeting was adjourned at 9:55 p.m.