

MINUTES OF THE PATERSON BOARD OF EDUCATION COMMITTEE OF THE WHOLE

November 1, 2017 – 6:44 p.m.
Administrative Offices

Presiding: Comm. Chrystal Cleaves, Vice President

Present:

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

Comm. Nakima Redmon

Absent:

Comm. Emanuel Capers
Comm. Oshin Castillo
Comm. Jonathan Hodges
Comm. Manuel Martinez

Comm. Lilisa Mimms
Comm. Flavio Rivera
Comm. Christopher Irving, President

Comm. Cleaves: We are going to start the meeting as a Committee of the Whole until I get a quorum and then we'll officially open the meeting. Because you all took time out of your busy schedules to be here prompt and on time, we are going to begin. I value everyone's time because that's something we can't get back.

PRESENTATIONS AND COMMUNICATIONS

Pillar College

Ms. Shafer: At this time, I'd like to call forward Pillar College. Pillar College is partnering with the school district and giving our instructional assistants and our substitutes, as well as other staff members, an opportunity to get a bachelor's degree and/or a master's degree. They're going to talk about the different components of the program and then at that point we will be sending out information to the principals to have in the schools for all of our employees. Reverend McDuffie has been instrumental in working with the district and bringing Pillar College to the Paterson School District. So at this time, I'm going to introduce Reverend McDuffie.

Reverend Michael McDuffie: Honor to our Interim Superintendent of Schools and to our leadership staff here at 90 Delaware and the great City of Paterson. I think so many times we focus so much on bad news, but there are some great things going in Paterson. Of course, to our tremendous Commissioner of Education and these two tremendous women, I think this is the hour of the Esthers. I'm just watching such a move of females moving into places that will help us bring a great resolve to our problems here in the City of Paterson. Pillar College is the only four-year college in Paterson officially here. I want to celebrate this district and the leadership of Ms. Shafer and these Commissioners who helped partner with us in 2013 officially. We're here tonight to present another step to our success to what's going on in our district. It's all about partnership, working together, and networking. I'm going to introduce to you my brother, Brother Dominic. It was him and I together that brought this college here along with the Paterson Pastor's Workshop Clergy on Fire and the IM initiative. At this time, I'm bringing my Brother Dominic.

Mr. Dominic DiGiacchino: Thank you, Pastor Mike. Superintendent Shafer, Deputy Superintendent Peron, and Commissioners, I want to thank you for the opportunity to present Pillar College tonight and talk a little bit about our mission and our vision here in the City of Paterson. Several months ago, our President, Dr. David Schroeder, met with Dr. Hendricks from the Department of Education and they had named Pillar College as part of their educational initiative to bring higher education into the urban areas of New Jersey, notably Newark, Paterson, Trenton, Camden, and Atlantic City. It's our vision to be a part of all those cities. Just to give you a little bit of background about Pillar College, four years ago you will remember we came here to present Pillar College at that time with our LEAD program, which was a bachelor's degree completion program. The Board voted on that to support us in that initiative and for the last four years we have been hosting that program on the campus of Passaic County Community College. With the relationship that we have developed with Dr. Rose and PCCC, we have built Pillar College in the City of Paterson through that bachelor's completion program. Once we were able to build our enrollment, we were able to apply through the State of New Jersey to bring all of our programs here. We are here to introduce several other programs along with the LEAD program. Just to give you a little bit of background about Pillar College, we are a Christian college, the only Accredited Evangelical Christian College in the State of New Jersey. However, just like you do not have to be catholic to attend Seton Hall or St. Peter's, you do not have to be Christian to attend Pillar College. Our doors are open to everyone. We did come here four years ago with a bachelor's completion program and we had since brought our LEAD program, pre-LEAD program, and our BLEND program in Master of Arts in Counseling. Our Master of Arts in Counseling is our newest program that is an accredited program, for those individuals who would like to become licensed counselors in the State of New Jersey. That program has three specializations. They include marriage, family, and couple counseling, addiction counseling, and school counseling. Along with that LEAD program that I told you about, the other program we have here in Paterson is our BLEND program. That's our bilingual entry degree program for Hispanic brothers and sisters where English is their second language. They can actually enroll at Pillar College and begin from day one an associate's degree in general studies completely in their native language of Spanish. With that we would blend five different levels of ESL. Depending on what level they test in on, they would graduate in two to two and a half years with a regionally accredited associate's degree that would transfer to any four-year college. That's a little bit about the programs. What is unique about Pillar College is that we do cater to the adult learner as well as to the traditional learner. We have a program for adult students that want to go back and finish their degree in the evenings and on weekends, but they can't see that light at the end of the tunnel. What we do is we use that Thomas Edison model where we teach our adult students how they can turn some of their life experiences into college credit. Again, I want to thank you for the opportunity to present that. I would now like to introduce our Vice President of Enrollment Services. She is going to talk a little bit about our mission and vision for Pillar College here in the Great Silk City of Paterson. Without further ado, I'd like to introduce Ms. Keyla Pavia.

Ms. Keyla Pavia: Thank you so much Superintendent, Commissioners, friends, and family that are here. I'm honored to present to you. While I do serve today as the Vice President of Enrollment Services for Pillar College, I also want you to know that I'm a graduate of Pillar College. I attended and graduated in 2011 with my bachelor's in organizational leadership and I completed my master's online through Liberty University in management and leadership. My journey with Pillar really transformed my life and that's why I work for the college today. Our desire in the City of Paterson is similar and the same to what we have for Newark, Perth Amboy, South Orange, and many other

cities that are calling for us to be able to partner with them. As a four-year accredited college, our desire is to be able to serve an underserved population that may not be being served in other places. Our desire is to not only be able to provide education, but to be able to provide it in a place that is accessible and also in a location that they can come to and get an education that is affordable. I want to share with you that Pillar College currently gives out over \$1 million a year in scholarships and grants that really apply to tuition discount to the students to be able to make their education affordable. Our president recently just came in last night from China. We have international students from China as well. He wanted to be here today. He got on the phone a couple of months ago and just called a couple of friends and said he had a couple of students that are unable to move from one semester to the other because their out-of-pocket expense sometimes is too much. We developed a fund called Pillar Care. It's a group of donors that say they want to help. Dr. Schroeder himself got on the phone and said, "We have a student that's pending \$1,000 a year in order to continue through their semester. Can you help?" We have great friends and that fund continues to grow. Last year we gave over \$100,000 to students who needed that. This is why we are here in Paterson. Being that we are the only four-year college in the city, we want to help students graduate with minimal or no college debt. We have at the moment a proposal to provide more grants and scholarships specifically to those that are coming into our Paterson site and see that flourishing and moving forward. Today, I don't want to just come to you as a vice president of a college, but as an alumnus who was able to move on with her life. When I came in to America, I came as an ESL student and I was able to get into classes and not necessarily understand the American system or know how to move around and apply for scholarships. My parents didn't know the language. I was left behind. I came back to college and applied for college after the fact, after I was already in my 30's. Thank god that somebody reached out and said I can still make this happen. There are a lot of residents in Paterson in the same place. There are a lot of natives from my same country that are professionals in their country but don't know how to move on in this system here. Our desire is to help them move forward and we cannot do that without your help. Tonight, we just want to say we want the best for the city and we hope that we can do that together. Thank you so much for your time today.

Comm. Cleaves: Are you finished with your presentation?

Ms. Pavia: Yes.

Comm. Cleaves: Comm. Redmon, do you have any questions? I have two. How many students from Paterson are already enrolled in your program? How many students can you accommodate from Paterson in your school?

Ms. Pavia: Currently, we're a small institution with 560 enrolled at the college and we continue to grow. Our budget projections are to end the year at 700 students this year. Of that, we have 60 students that are studying in the City of Paterson. That continues to grow. Over the year we have seen at least 10% growth in Paterson. That's not going to stop. One of the programs that we offer, Paterson being predominantly Hispanic as well, is the first two years completely in Spanish while the students are learning English. I was on Facebook last night on private messages for about an hour answering questions from residents that wanted information about the program. We know that there is a strong possibility that it will continue to grow.

Comm. Cleaves: How do you market yourself to our students here for them to know that there is another option?

Mr. DiGioacchino: Thanks for asking that question. One of the reasons we're here is we would like to gain access to the schools to let them know when we're having information sessions and workshops and things like that. We have one information session a month about Pillar College. We do have a large adult population. We have rolling semesters, so you don't have to wait until January or September to begin school. You can jump in during the school year as it sees fit. The traditional programs do actually start in January and August. That's one of the reasons why we're here. We would love the opportunity to share some of that information about open houses, information sessions, and workshops throughout the schools. Thanks to Superintendent Shafer she allowed us to come in two weeks ago to present to all 53 principals in the district about Pillar College. We hope through that to build relationships with the principals and gain permission to come in and present at the schools throughout the district. Pastor Mike wants me to let you know how many students have graduated. Last year we graduated our first class from Paterson and that was 15 students.

Ms. Shafer: I certainly want to thank you for the partnership and also for the opportunity to provide not only for our substitutes, instructional assistants, and our current employees, but also for the entire community of Paterson. Thank you.

Mr. DiGioacchino: Thank you.

Rev. McDuffie: We're going to give packets to the Commissioners.

Comm. Cleaves: Can you give them to Cheryl? She will give them to us. Thank you.

ActKnowledge – Full Service Community Service – 5 Year Analysis

Ms. Jenna Goodreau: Good evening Ms. Shafer, Ms. Peron, Mr. Murray, and Board Commissioners. Thank you for the opportunity to present this evening. As Full-Service Community Schools, we partner with an external evaluator. The organization is called ActKnowledge. They have completed a five-year report on our first federal grant for 2011-2015. This report primarily focuses on School No. 5, New Roberto Clemente, and Dr. Frank Napier School. ActKnowledge is here today to present the results of the Full-Service strategies that have been implemented at the school. I'd like to introduce Muamer Rasic and Dana Taplin, and they will go through the presentation. If you have any questions throughout or after, please let us know.

Mr. Muamer Rasic: Good evening and thank you, Superintendent and Commissioners, for having us here today. It's really an honor and privilege to present to you the results of the Paterson Full-Service Community Schools over the 2011-2015 years. My name is Muamer Rasic. I'm a Research Associate at ActKnowledge. We have been evaluating educational programs since 2000. I joined them six years ago to act on my knowledge of a topic that I deeply care about, which is education. After all, education got my family and me out of welfare after coming to this country as refugees 17 years ago. It's really an honor and a privilege to present to you the results. The initiative and evaluation began in the summer of 2010 with a theory of change to articulate what the Full-Service Community Schools model is going to accomplish and what are some of its components. It started with School No. 5 as the first established community school in 2011. In 2012, New Roberto Clemente and Dr. Frank Napier School came in and we expanded the theory of change to lay out the fundamentals and objectives of the model. In 2014, School No. 6 and School No. 15 came aboard as well. We added the results as well of how they were operating and functioning. In each school they partnered with a lead community-based organization to plan, implement, and sustain services to

support the well-being and development of children and their families in the wider community. They also implemented a health center. Each school implemented a health center in different years. For example, School No. 5 implemented the health center in 2012, New Roberto Clemente in 2013, Napier in 2014, and School No. 6 and School No. 15 in 2012. The first two years of the initiative was really to evaluate the implementation of the model. What is the relationship? What is the buy-in of those services? Then Hurricane Sandy hit in 2012 and disrupted everything. They felt like they started all over again. There was a period from 2013 on where there was a sustained effort without any disruption. That's what we looked at. It is five years with the first two years being implementation and the rest was to get the results of having experience and exposure to the core components of the model, which is the after-school health and targeted interventions. The methodology that we use is obviously theory of change, which is a grounded contextual approach to evaluate what is expected to happen given the resources and activities at that time. With the theory of change, we used a longitudinal and participatory approach of NJASK, PARCC, and our own youth services to elicit students' perception of the programs. We also did site visits where we interviewed principals and major stakeholders such as school directors, teachers, and even students. On professional development we used the theory of change every summer to go back and revisit and see what was accomplished, what some of the challenges were, and how they can improve on them. I'm presenting the results on core components of the model, which are school-based health clinic services, after-school programs, and targeted interventions. What we found is that students who used these services improved on their academics in NJASK and on their school attendance. In some cases, they did better than students who didn't use these services. For example, students in School No. 5 who used the school-based health clinic services for two consecutive years in 2013-2014 increased their NJASK scores by 9 points on ELA and 17 points on math. We tracked those students in 2015 and then we went back to 2012 to see when they haven't used those services and what the difference was before and after. This is what we found. This is an impressive result. Napier students used school-based health clinic services saw their NJASK scores increase by 5.73 points in ELA and 8.50 points in math in 2014. These are the students that used the health clinic services in that particular year and we were able to track those same students back in 2013 when they didn't use them. Similarly, in New Roberto Clemente students who used the school-based health clinic services increased their NJASK scores by 7.6 points on ELA and 4.12 points in math in 2014. Again, those students who used that particular year what was the difference between them not using it before and after. These are mean raw scores of each individual student. In the after-school program we found similar results. Students in School No. 5 who used the after-school program had a higher mean score than non-after-school students in math in 2013. In New Roberto Clemente, after-school students had a higher mean score than non-after-school students in both ELA and math in 2014. Napier after-school students saw their NJASK scores increase by 7.6 in ELA and 1.15 points in math in 2014. In School No. 5 after-school students saw their NJASK scores increase by 2.5 in ELA and 11.83 in math in 2014. We looked at each individual student for that particular year and compared before and after results. We also found that students in School No. 5 were targeted on their academic work. Those are average students referred by teachers. We found that students who received two consecutive years of support at School No. 5 through the AmeriCorps members improved their score by 13 on ELA and 29 points on math. These are two consecutive years that they received services of the program, in 2013 and 2014. Then we looked at 2012 when they didn't receive those services to see the difference. There are similar results that we found on attendance. It might be even more impressive than actual academics. For example, this chart shows the after-school participants over multiple years. We compared that to non-after-school participants. School No. 5 after-school students attended 21 and 22 days more than non-after-school

students in 2013 and 2014 respectively. Napier after-school students attended school 17 and 31 days more than students not in the after-school program in 2013 and 2014. New Roberto Clemente students attended school 12 and 7 days than non-after-school students in 2013 and 2014. On health we saw similar effects. Students in School No. 5 who received health services attended school 15 days more than students who did not receive health services in 2013 and 2014. Students in New Roberto Clemente who received health services attended school 12 days and 4 days more than students who did not receive health services in 2013 and 2014. Students in Napier who received health services attended school 18 days more than students who did not receive health services in 2014. Those are the results that we found when we looked to see if the model is actually working. We want to track those core components, students who are receiving those interventions and are using those services and what impact it's having. Without results we believe that over the past three years the model has been staying without any disruptions that the model is working. Before I take your questions, I just want to mention that the schools were also being very strategic on parental engagement into the schools. For example, they were addressing basic needs such as health, food and housing, and even assimilating immigrant families into the communities as well. That developed trust between parents in the schools where they can use up their resources to understand that the schools are really a hub for the community. Thank you. Are there any questions?

Comm. Cleaves: On your chart, going back to the first academic result, the numbers on the side of the chart, is that the enrollment of the students that utilize it? How do we know the number of actual students who utilized?

Mr. Rasic: I didn't include the number, but for this particular case here we found the samples to be reasonable for us to show the improvements, which is presented in front of you. It's not a hundred students. It's around 15 or 20 sample sizes.

Comm. Cleaves: The results look good, but if it's not capturing the masses of students, then...

Mr. Rasic: Right. It's not. This is a targeted program through the Intervention and Referral Services at School No. 5. First they started off in after-school, but then they expanded it.

Comm. Cleaves: For instance, School No. 5 targeted the students that they wanted to participate in the program?

Mr. Rasic: Yes, through the AmeriCorps. The teachers referred them to the community school directors and they provided one-on-one or even mentoring tutoring through AmeriCorps. They were able to expand that throughout the day.

Comm. Cleaves: It's a Full-Service Community School. Shouldn't it be open to the full school?

Mr. Rasic: It should be. That's why they opened it up later on. I believe it was a capacity issue. They started off with the after-school program and when they got more AmeriCorps members and more resources and staff, they opened it up to everybody else.

Comm. Cleaves: I'd like to see the numbers on each school of how many students participated in the program.

Mr. Rasic: Sure.

Comm. Redmon: My question was similar to Comm. Cleaves'. How can we open it up to the entire school? If we're only servicing 15 students, then it's not really a full-service community program.

Ms. Goodreau: We are working now to expand our services to be able to reach more students in the schools. For example, we're working with our community providers in the after-school program. They had individual childcare site licenses. We're in a relationship between the state, the community provider, and the schools to expand that number to include more students in the after-school program. As far as the health clinic goes, we're currently working on a partnership with the Federally Qualified Health Clinics, which would enable us to bill out insurance companies and the federal government for more services such as behavioral health. As we're able to expand our current partnerships and explore more partnerships then we're able to keep adding services to the program. With our current level of funding we are pretty much at maximum capacity for the number of students that we can handle. By expanding partnerships then we can hopefully add more students to the program.

Comm. Cleaves: The first program began in 2010?

Ms. Goodreau: Our first grant was in 2011 and we partnered with ActKnowledge through the federal full-service community grant. It's actually a requirement of the grant to have an external evaluator.

Comm. Cleaves: Do you follow these students? Some of them may now be in high school, correct?

Ms. Goodreau: Correct, yes.

Comm. Cleaves: Do you track them once they get to high school to see if they're continuing on the path of success or if they're falling back?

Ms. Goodreau: We haven't yet, but that is definitely something that we can look into. I will research and get that number of students back to you.

Comm. Cleaves: Thank you.

Ms. Goodreau: Are there any other questions?

Comm. Redmon: You talked about the parental engagement. Can we have the statistics for each ethnic group that's participating in the after-school Full-Service Community Program?

Ms. Goodreau: For which group?

Comm. Redmon: Ethnic group.

Ms. Goodreau: Yes, I believe we can get that. Thank you again.

*Comm. Irving enters the meeting at 7:15 p.m.

Ms. Shafer: We have a quick commercial from Reverend McDuffie.

Rev. McDuffie: I'm sorry. We left out one announcement. We should have made the announcement that tomorrow, November 2, there is going to be one of these sessions for Pillar College. It will take place at 100 Hamilton Plaza in Paterson, New Jersey from 6:00 to 7:00. Anyone interested in knowing more about Pillar, it's going to be downtown across the street where Pancake House is inside where PSE&G used to be at.

Comm. Cleaves: Did the two representatives leave? Maybe you may know or you can ask them. To get into the college are PSAT and SAT requirements required?

Rev. McDuffie: Some are, but they will also work with students who may struggle with that also. It's very flexible. They will work with trying to get you into the college. We also acknowledge our President of the Board, Brother Chris Irving. I want to thank you for your leadership for Pillar College back in 2013 when you first came in.

Comm. Irving: Thank you, Pastor. I appreciate it. Let me just acknowledge and apologize. My plan was not to be here this evening. I was in Bloomfield and got a phone call that my other colleague decided not to show up so I raced over here. I apologize for those who had to wait in order to start. As soon as we have a legitimate quorum, we will get to any business we need to have.

Comm. Cleaves: We're carrying on.

Comm. Irving: I appreciate it. Thank you.

Budget Process Kickoff

Ms. Shafer: We heard you last year and this is to the community, parents, and staff. We did not have an all-inclusive process for building our budget. We do have out on the table tonight our budget calendar which is all-inclusive and tonight kicks off for the Board, community, and parents to talk to us about your priorities in the budget and any type of recommendations you may have. This is the first meeting of many. If you look through the calendar you'll see that there are a number of opportunities for you to partake in the discussion around building our budget. At this time, I want to introduce our new Business Administrator, Mr. Richard Leon Matthews. He has a team here tonight and a presentation to go through of what the budget process is going to look like this year. He, too, will make the process all-inclusive.

Comm. Irving: Ms. Shafer, before you begin, I just want the folks in the audience to know aside from having Mr. Matthews here, I'm pleased as the Board President to welcome him. He is a Paterson resident, born and raised. He went to Paterson Public Schools. He graduated from Eastside High School. His mother was an educator in this district. His family still lives in Paterson. He goes to church in Paterson. This is one of the very few times that we've had the opportunity to hire someone who is of and from our community. Let me say that Mr. Matthews didn't get his position because of that. But I will say it is a refreshing sentiment to have someone on staff who knows where our schools are, who doesn't need a GPS to find his way around, who knows what up the hill and down the hill really means. He knows the Eastside Park section, Bunker Hill section, and the north ward. It's refreshing. So Mr. Matthews, I want to tell you it is great to have you here. The Board expects great things from you. But being that you're from this city and a son of this city we're happy to have you. I wanted to share that with the community and the folks who are here who may not know about Mr. Matthews. You might know his mother. Ms. Matthews was a teacher in this district and taught many folks in the city. Mr. Matthews, I formally welcome you.

Mr. Richard Matthews: Thank you Mr. President, Ms. Shafer, Ms. Peron, and other Commissioners. Real quickly, I feel honored and blessed to have the opportunity to work in the Paterson Public School System. I'm coming to work every day just really enjoying myself. I know it's a lot of hard work and a lot involved with it. But just coming here every day and having the opportunity to have an impact on our kids in Paterson is just a blessing. Having people around that are on my team, to work with them every day is just another blessing. I really look forward to coming to work every day and getting this thing turned around in the right direction. As Ms. Shafer had said, one of the things she asked me to do was to give a budget overview. Today is one of the first layers of the whole budgeting process. We'll go through an overview today and as we move through the whole budgeting process we will go into different layers. With that in mind, this is going to be just an overview. I want to go through a couple of slides, talk through some of the slides, and at the end of the presentation answer any questions. To do a budget you have to have priorities. These come from Ms. Shafer. These are the priorities for the 2018-2019 year. As you go through a budget you have to tie what you're doing in terms of putting together your numbers into what are the mission and goals of the community and the school district. There are some short-term things in there and some long-term strategies, like the 101 Initiative, which is a three year plan. There are some things that are going to be just for 2018-19. To put together a budget of this magnitude – you're talking about a half billion-dollar organization - you're going to need key people to make it work. I assembled a team of people. We call ourselves the Budget Advisory Team. Putting together a budget we're more facilitators and we give advice, recommendations, and compile all the data. With that in mind, June Gray has been in the district for over 20 years. She's a valued member of the team. She's our Comptroller. Kennia is a great accountant. Linda Herald was a member of the budget team years ago. We brought her back in. Michelle Fiorillo is doing position control. You look at a typical budget, between the salaries and benefits that's three-quarters of the entire budget. Michelle has got a big piece of the budget. We've added Jim Smith so that we have a different set of eyes on the budget. There are other people that we're going to engage, but this is going to be the core team. We've already had about three or four meetings and we actually go through the situation and different circumstances. We vet each other and we work it out. As far as putting together a budget, these are the main cost drivers. Some are just for Paterson – collective bargaining agreements and health benefits. For 2017-18 it was 12.5%. It's 13.1% for next year. In leases and charter school enrollments we're going to go from \$46 to \$55 million in the next fiscal year. You have PCTI and out-of-district tuition. This is called a SWOT analysis. We look at ourselves as a district and say what our weak and good points are. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. Here are some things that we have control over and some things that we don't. Strong leadership in terms of the Board, as well as in cabinet members we feel that we have a really good leadership team. In human capital we have a lot of experience and we spend a lot of money in professional development to make sure that we have a good teaching staff. Some of the weaknesses are flat-funding. We've been getting flat-funding for the last couple of years. Opportunities are things that if we can maximize some of those items, we can probably impact the budget. Health benefits right now is forecasted at 13.1%, but there are some things out there that we're exploring. Maybe we can reduce that number and get a two-year flat price. Threats are things that are global items. Charter schools are going to go up every year; the economy, and tax evaluation in Paterson. The state budget is pretty tight. These are items that we don't have any control over. Federal aid - it depends on what happens with our current Commissioner. It can impact our special revenue funds. These are items that we have to look at as far as putting together a budget, not just for this year, but also for the long-term. Our fund balance trend is the money that we have extra that we have been using for the last couple of years to balance out the budget. We want to avoid this, but as you can see from 2013-14 and a

balance of \$74 million we're down to \$5 million. We have to really tighten the screws to make sure that we don't use up all our fund balance and go over the so-called fiscal cliff.

Comm. Irving: Mr. Matthews, I want to talk about the fund balance real quick. At this stage, do we have projected carryover if the budget was expended in its entirety?

Mr. Matthews: We have an audit number coming pretty soon, but right now we're looking at \$15 million for the 2017-18 year fund balance.

Comm. Irving: That's \$15 million if we don't do a freeze of some sort.

Mr. Matthews: That's another area, but we're going to have weekly meetings with the Superintendent and we're going to start to drill down to the function level and the object level to find out where we really are as far as a budget so we can start making the right kinds of decisions. We're doing it as we speak and we should have it by Friday. The meeting on Monday is already scheduled. We don't have that data yet, but before we can say freeze we want to know where we really are.

Comm. Irving: That's fair. I just know it's been a practice that the prior administration utilized. To the point you just made, I just want to make sure we're not freezing for the sake of freezing. I always felt in the past that we froze for the sake of freezing, as opposed to doing a freeze of some sort knowing that we're trying to expect 'x' amount of surplus to be able to balance the budget for the next fiscal year.

*Comm. Capers enters the meeting at 7:26 p.m.

Mr. Matthews: We've had some recommendations to freeze, but we're going to wait until we have the right information to make that assessment. That's an ongoing process and we should have some of those answers by the end of the week.

Comm. Irving: That's refreshing to hear.

Mr. Matthews: Now we go into how we're going to roll it out. Today is really the first day of the budget season which matches the budget calendar. Today our team members went around to the department heads and gave their packets out to them. We're not just giving the packets out and walking away. There's going to be a follow-up meeting and we're going to have a sit-down conversation with all the department heads, go through it, vet it, and make sure that it's being presented to us where we can capture as much of the expenditures as possible. The end goal is to minimize the amount of transfers and unbudgeted items that come to us the following year. If we can get a clean budget, it will minimize some of the stuff that we're dealing with right now managing the 2017-18 school budget. We're asking that the budgets be submitted in 70%, 15%, and 15% percentiles. It allows us to identify what the priorities are. The 70% is going to be your top priority. 15% is going to be your next priority. If we were to engage in any type of cuts into the budget, we would look at that bottom 15%, but we would also engage the people that are involved with the process. It's not going to be a random across-the-board cut. It's going to be a cut based on having real conversations and having the information so we can make the decision of how it ties into the actual mission of the district. We really are trying to not cut into instruction and program and stuff like that. That's really the last resort in terms making any kinds of cuts. In terms of long and short-term, the 1:1 Initiative is really a long-term plan for three years. When you're actually doing a budget, you're working on this year, the next year, and also the year after. Once we compile all the expenditures, we're going to take it back to our

fiscal team and our leadership team and then start compiling the entire budget. It's really a two-pronged approach. Right now, we start at the central office and then the school-based budgeting starts on December 1 because we don't have all the ASSA numbers yet. We have to wait until we have all the data before we can start doing the school-based budgeting. It's the same process. We're going to vet each budget and each school. We have a list of questions on a summation that are going to ask to make sure that we have asked all the right questions. Are there any special programs? Are there any turnaround schools? All the things that we need to know upfront so that if it's not in the budget next year we're going to have a hard time putting it in. We're dealing with a lot of backend stuff this year because things are coming out of the woodwork. That's where the summation comes into play. At that point, they're going to sign off on the budget. Our team is going to sign off on the budget. We're going to have a mini contract. We understand things are going to come up later on, but at least it will give us a chance to have a tighter budget than what we have right now. By having a tighter budget we're going to reduce budget transfers. This is some of the backend stuff that you don't see in the district where the accountants are constantly moving money around to cover for things that are not in the budget, things that come under budgeted, or someone was budgeted for 'x' amount of dollars but they got hired for another amount. Money keeps getting moved around and we have certain thresholds that we can't go over or we're out of compliance. As far as the 100% of the schools, we're going to touch every school. We want to make sure that we touch them and have a conversation. As far as being transparent, that's really a big thing and having community engagement. We're going to do three community events, which we haven't really determined yet. We're going to roll them out. We're going to talk with Mr. McDowell's group and we're going to engage with Facebook live. We're going to use technology, Twitter, and Facebook. You got the Robo-calls this weekend. There's a good presence here today. We want to be totally transparent. We want everyone to know what's going on. We think we're going to gain a lot of credibility by having all the cards on the table and all the information upfront. With that, we want to hear from you. We welcome your feedback. Are there any questions?

Comm. Irving: Mr. Matthews, I'm going to take some questions in committee and then when Comm. Castillo comes back out we're going to actually open the meeting that's been open for the last 45 minutes. The budget projections are a recommendation I have for you. I know we talked briefly about it, but I'd love to see us do a three-budget projection. Phase one that is flat-funded, meaning you're able to project to the Board if we got nothing, what would that look like. Then I'd like for us to have a 5% and then 10%. We have three different budgets to work on. I say this because that gives us a window of options to work through. Let's just say worst case scenario the governor comes in and says he can't do anything for us. Then we're prepared with Option A. Let's just say they give us 3% or 4%. Then we know we're operating with Option B. It's there. We may have to do some tweaking. My concern last year is that we had one option. Then we got to the budget process, things got changed really quickly, and we got caught with our pants down. It was super embarrassing in the last two weeks after all the work the Board and the administration did to try to get us to where we were.

Mr. Matthews: We've talked as a committee and we've had that discussion. We have it all on our shared drive and all our communication is into one point where we all can see what's going on. That's part of what we're going to do. We're going to give a three-tiered approach to the whole budget process so we can lay it all out.

Comm. Irving: When we do the formal budget presentation, I'd appreciate it if even before we get to the adoption the first presentation should be the flat-based and then tell us what the total would be if we had the 4% and 8% or the 5% and 10%. Let's just deal

with the worst-case scenario. I'm an optimist. I'd like to believe that there's going to be some relief in the different administration, but that's not guaranteed.

Mr. Matthews: We think the next meeting should be like a where we are before we start rolling out the budget to the people. At that next meeting we can get together about where we are and make some projections as to how we're going to finish out the year. We want to do that next and then the other layers in terms of presentation and rollout to the community and engagement should all happen after that.

Comm. Irving: Fantastic. Are there other questions for the Business Administrator?

Comm. Cleaves: I just want to say thank you for not forgetting to include the community and the parents. This is happening because they pushed back. They wanted to know. Last year was a very tough budget cycle for us. I think the more that we have input from the community, regardless of what the budget is, it will be received much better than folks not knowing and being blindsided.

Mr. Matthews: We also want to create an email portal where people can drop stuff in like a suggestion box for us as well. As we are rolling this out we're willing to change and adapt to make sure that people form a part of the whole process. Any ideas you guys have, we'll take them back to the team and we will see what we can do to bring them forward.

Comm. Irving: That's great. I just want to underscore to the members of the community and parents that it was the PTO leadership last year who did an excellent job in voicing their concerns talking about the nurses and the importance of security, which is why we added those back into the budget priorities. I don't want this process to be a one-dimensional conversation. It's got to be back and forth with us all. I appreciate that. Are there any other questions for Mr. Matthews?

*Comm. Castillo enters the meeting at 7:35 p.m.

Ms. Shafer: Before you leave, I would ask if you would just introduce your team and have them stand so everyone knows who they are.

Mr. Matthews: Sure. June Gray, Kennia, Linda Herald, and Michelle - these guys really get after it. It's every single day. We've had three or four formal meetings, but it's every single day a couple of times a day. It's a lot of fun working with them.

Comm. Irving: They underscore the chorus of strong women in the Paterson Public School System. Mr. Matthews, you and I are a chosen few. We're flanked by some powerhouses up here and out there.

Mr. Matthews: Yes, we are.

Ms. Shafer: I do know that Mr. Matthews will be here and so will his team because I'm hoping that some of our community members and parents in the audience have some suggestions around the budget and that perhaps that's why you're here. We did an all-call. We did a video. We'll be taking notes as you come up and make some suggestions around the budget. I just want to make sure that everyone understands that and we're going to move along with the agenda. Thank you.

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

November 1, 2017 – 7:40 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

Comm. Emanuel Capers
Comm. Oshin Castillo
Comm. Chrystal Cleaves, Vice President

*Comm. Lilisa Mimms
Comm. Nakima Redmon

Absent:

Comm. Jonathan Hodges
Comm. Manuel Martinez
Comm. Flavio Rivera

Comm. Irving 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
November 1, 2017 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. Irving: I do want to acknowledge Comm. Martinez' father passed away, which is one of the reasons why he's not here. I ask you all to please keep his family in prayer. The services for Manny Martinez, Sr. will be tomorrow from 2:00 to 9:00 at Martinez Funeral Home on Market Street. The funeral service will be at 10:00 a.m. in St. John's Cathedral.

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

Comm. Irving: Can we just remain standing and have a moment of silence for the passing of Mr. Martinez' father but also for the victims of the horrible tragedy that happened in New York yesterday?

Moment of Silence

REPORT OF STATE DISTRICT SUPERINTENDENT

Ms. Shafer: After learning yesterday afternoon about the terrorist attack in New York City, it was revealed that the sole suspect lives right here in the City of Paterson within the School No. 9 neighborhood. We immediately verified to the best of our ability that the suspect's children do not attend Paterson Public Schools. As a safety precaution, students and staff are our primary concern. We wanted to ensure that we took appropriate actions while working closely with the Paterson Police Department. We added additional security at School No. 9 and that security will remain there until the winter break. Guidance counselors were also onsite if anyone needed their assistance. I personally visited School No. 9 and Dr. Hani Awadallah this morning and they ran like clockwork. We have two really good administrators there, as well as security staff. They remained diligent with their security checks and procedures. In addition, I also wanted to note that our teachers came in early. They greeted the children and met with their building administrator and helped throughout the morning to ensure that everyone was safe and that the day went on as normal as possible. This can be a very frightening time for all of us, especially our children. I'm very proud of the immediate response and actions our administrators, teachers, and all of our school staff, which of course includes our security as well. If there are any future developments, I will continue to keep you updated. In addition to that, I do want to just comment on a few items around my Superintendent report. My community outreach continues. I went to the Paterson Rotary, the NJCDC Anniversary Gala, participated in the PEF's 1000 Cuts March, attended the Boys' and Girls' Club of Paterson and Passaic where we honored our own hometown heroes, including police, fire, and the PEA. I met this morning with Assemblyman Wimberly and Assemblywoman Sumter. Then I will be meeting tomorrow with our new Acting Mayor Jane Williams-Warren. We did have a presentation by one of our PANTHER teachers, Mr. Ahmed Salama from PANTHER Academy. He presented at the Mathematics Teachers of New Jersey Conference. The title of his presentation was The Benefits of Teaching the Applications of Trigonometric Functions in Pre-Calculus Classes. He has done this for a number of years. He is an outstanding teacher. In addition to that, our own New Roberto Clemente will be on News 12 Sounds of the Season. Mr. Nathan Webb, the music teacher, will have sixth, seventh, and eighth grade students participate on Channel 12 as part of their music program. It will air on Monday, November 27. They will travel to Count Basie Theater in Red Bank to record their holiday sections called Sounds of the Season. Stay tuned and listen for our own NRC. I'm very happy to report that Senator Lautenberg School No. 6 won the eighth grade math competition which was held on Saturday, October 28 at Princeton University. There were over 700 students who participated in the contest. They won first place in one of the four math challenges and that is the eighth grade students. That's a great accomplishment for them. I'm also happy to report that HARP Academy has now received 300 lockers. They have been installed. There are locks on them. There are books in them. Everything is working. No more excuses for those students not having their homework and their books. I also had a meeting last week at William Paterson. I met with all the deans and the departments. They expressed a great interest in supporting our work in the district at no cost and to increase our partnership. Stay tuned. We're looking at some professional development for our science teachers. They're making the William Paterson library available for our students, not only to use their library, but also to check out books. It was a great

meeting and it was one of several that will be scheduled in the near future. Next week on Tuesday and Wednesday, I will be meeting with all the school secretaries. I'm trying to meet with as many different folks that work for the district and I'm also scheduling another meeting with all the nurses. I have a group of teachers who are coming in the second week in November. Our high school fair is at John F. Kennedy High School on Monday, November 6 at 6:00. If you have an eighth grade student who will be going to high school please come and take a look at the 12 different high school academies that we have. We will talk to you about that process. At our November 21 Board meeting at 6:00 we will be honoring our very own exceptional achievers. These are students who did exceptionally well on the PARCC and NJASK state assessments. School No. 26 is a finalist for a \$10,000 PIX-11 donation. It's called Fuel My School. One of our teachers wrote a beautiful letter sharing a few stories about School No. 26 superheroes and how the teachers go above and beyond, how they spend some of their own money, and help our students. PIX-11 will be airing a special segment featuring the final two schools on November 3 at 7:40 a.m. Text your vote and the winner will receive \$10,000.

Comm. Irving: Text, Tweet, Facebook, Instagram, Snapchat. Don't clap. Text! I'm glad, but tell people to text. That's important.

Ms. Shafer: That's \$10,000. We're having a job fair on Monday night, November 6, for any vacancies that we have. We're trying to have these periodic job fairs so that we don't have many vacancies in any given time and have to use substitutes. I provided the Board with a document updating you on PowerSchool. You can read through that and I also introduced at the end of it we do have a Board resolution we're going to ask you to vote on. We are contracting with them to get some of our archive data from Infinite Campus so we don't have to keep them, and also some travel expenses for the work that they're doing in the district.

Comm. Irving: That's on the agenda for next week?

Ms. Shafer: No. That's on the agenda for tonight so they can start the work. That concludes my report.

Comm. Irving: Ms. Shafer, I do have some questions about PowerSchool. I don't know if you or Dr. Campbell can answer it. Exactly what are the challenges that we're having that we have to spend this additional money?

Ms. Shafer: One challenge that we're having and other districts are having as well is not additional money right now, but the issue is around the school registers for the October 15 count. Dr. Campbell, myself, Ms. Peron, and Ms. Powell have had two conference calls within the past two days. We will have another one on Friday. We need to get the October 15 count in order because that does affect our funding. That was one of our big issues that we're trying to resolve with them. The usual register that we have used in the past is just not a report that is available to us. It would take us a month to print a copy of every school's register. We don't have that kind of time. Aside from that, we have evaluation data archived in Infinite Campus and we need to be able to transfer that data into the new system. That is going to cost us some additional money.

Comm. Irving: Not to cut you off, I appreciate the explanation but I'm still trying to understand what costs \$519,000 and where it's coming from.

Dr. Jeron Campbell: The contract that we originally signed was for five years and that covers all the costs for all those years. The program is a quarter of a million dollars a year. We saved some money overall, but it does add up when you put multiple years on it and when you add up all the training. The first year is always the heavy year.

Comm. Irving: The implementation year.

Dr. Campbell: You're implementing it and we added a lot of training that added a lot of costs. Then we are looking to archive the old data. That was an unexpected cost because it used to be that you would buy the program and it's yours. It's in your system. You can look up old data and open it. Nowadays everything is on the cloud. So, it's a service. For instance, I didn't really get this myself until I really dove into it. You don't have access to your own data. They make you pay them to keep it on, but you have to pay the full price. Essentially, it's cheaper for us to pay somebody to archive our old data into PowerSchool than it is to keep Infinite Campus on for the next three years just because we need to that old data. One of the biggest reasons we need that old data is because of our teacher evaluation system. You can go back three years. A teacher can say that student wasn't on their roster three years ago and you have to be able to access that roster to verify whether that's correct. In order for us to meet that requirement, we have to have a system that has that old data in it. I don't want to pay Infinite Campus a quarter of a million dollars a year just to be able to look up a roster. I'd rather pay the \$10,000 or \$20,000 it takes to pay somebody to put the old data into the new system and save that overall money. That first year is what's hitting us. The next year it will be the regular \$200,000 for the entire package. There won't be any additional expenses.

Comm. Irving: The initial contract was for \$400,000+. We're just increasing the current contract by \$64,000?

Dr. Campbell: This time, yes. When we did the fifth and sixth of September they literally had to fly an army in here. We weren't expecting to do that earlier. I was asked to provide additional training and it costs money. Those are our two approved PD days before school started. In order to get all those people here we had to spend additional money and this is the bill that came for that.

Comm. Irving: Again, I just want to make sure I'm clear because you're asking us to vote on this tonight. The increase in the contract is for \$64,000 to archive all the data that was in Infinite Campus and migrate it over to PowerSchool.

Dr. Campbell: Yes.

Comm. Irving: How many people are they flying out at \$43,000?

Dr. Campbell: It was a lot. They sent 24 people from around the country. They don't typically do that. A lot of districts don't invest in PD upfront. We decided to do that to make sure every school had a professional person in there training the teachers. To do that in a two-day time span, which is all we had because of the union contract, I couldn't space it out over a two-week timeframe. I had to do it in two days, which means they essentially had to send every available trainer here around the country. You know that can add up.

Comm. Cleaves: These services have already been rendered for?

Dr. Campbell: Yes.

Comm. Irving: We did the services?

Dr. Campbell: It's done. We didn't have the bill. We knew it was coming, but I didn't have a bill to present until I got the invoice. That was the day that I had to provide the training. I couldn't wait to do it.

Comm. Irving: I didn't see the Board action for the workshop, but this should have a cover sheet. Does it?

Ms. Shafer: It should.

Comm. Cleaves: I think it should have been two separate actions.

Comm. Irving: For clarity, make sure someone backtracks with Dr. Campbell to make sure the appropriate cover sheet is done. We don't want confirming orders that happen as a result of this.

Comm. Capers: Do we have this data backed up on hard copy anywhere in the schools?

Dr. Campbell: In theory you can back it up, but you can't open it. It's like having an Excel file, but you don't have Excel so you can't open it.

Comm. Capers: Do the schools have hard copies of it?

Dr. Campbell: No, we don't typically print. Most of it is digital. I guess in theory we could go back and print every roster, but who's to say you wouldn't need something else out of the system?

Comm. Cleaves: It has to be stored somewhere where it won't catch fire.

Comm. Irving: Put it on the second floor.

Comm. Capers: Where's the money coming from?

Dr. Campbell: It's all in the budget. It's all covered. I didn't have to get any additional money. I rearranged my budget to make sure PowerSchool was covered.

Comm. Capers: Say six years down the line we don't want to run into this problem again...

Dr. Campbell: They wouldn't. All we're paying for now is the basic subscription for the program, unless we decide to add something later. Right now, for years two and three, which is next year and the following year, it will just be the program.

Comm. Irving: Thank you, Dr. Campbell.

PUBLIC COMMENTS

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

Comm. Irving: I just want to remind all our speakers we have a three-minute time limit. When you hear the bell we ask you to please politely just wind your conversation down so you can be mindful of the person thereafter.

Ms. Ursula Harrell: Hello everyone. I'm from Eastside High School. I have a question about the new program for the grades. I have yet to see my daughter's grades. The program is not loaded, or the data. When will that be available so I can go online and see her grades? I don't want her to get a D or F. I need to see that.

Comm. Irving: Just hang tight, Ma'am. When we're done, I'll have the Superintendent respond to all the questions. We'll make sure we get you a response tonight. Thank you so much.

Ms. Harrell: Thank you.

Mr. Robert Scott: Good evening everybody. First and foremost, thank you for having us. I'm happy to see the very large turnout coming to the meeting. Some of the concerns that the PTO leadership wanted to bring up were addressed by BA. We're happy for that and we just anticipate, god willing, for the next meetings that come up better defining of the anticipated cost drivers that he already showed, the outcomes of the big ticket items, like contracts and stuff like that, and the lowest performing areas and where we need funding, which is reading for our children from kindergarten up to third grade. One of the things that the PTO leadership is happy about is that we're being brought into the process where we can actually start seeing how the process is going, what's going on, and how it's going to develop for all of our kids and everybody who is here. Like I said, he addressed it already so it kind of made me come up a little bit mute, but it's good and we're happy about that. We thank the Board and we thank everyone.

Ms. Rosie Grant: Good evening and thank you. I was pleased to hear about the full service community schools. As you know, I'm a champion for full service community schools. I want it in every school building so it's good to have some positive results from an evaluation that is external to the district that we can refer to. I posted it as I was sitting there and already somebody from the New Jersey Community Schools has asked for a copy of the report. So they are looking forward to reviewing it as well. I do want to encourage us, as I've said to you Ms. Shafer, to look at other models as well. I know that the full service model is expensive. It is the best model, but I think there are some other things we can do around engaging communities and bringing them inside our schools so that they can serve our kids at the school. One that I would recommend is the Sustainable Community School model, which I can bring you more information about. Thank you, Ms. Shafer, for the early engagement around the budget. I'm pleased to see the school-based budgeting. I know we did that many years ago where we looked at school-based budgeting. I hope it means real school-based where we're looking to assign and allocate money for programs that meet the needs of the kids inside those buildings, rather than X per child and how are you going to spend it. So I'm looking forward to seeing that happen if that is the case, to find a way that is equitable to all the schools and all the kids. The third thing I want to say is that we're now under a week away from the election. For all the people who are here who are Paterson residents... If you're not Paterson residents, vote in your School Board election in your own communities. Those who are Paterson residents, please vote. Our kids need you. This School Board will most likely lead us into the return of local control and it's important who the members are and that they have that capacity. Thank you.

Ms. Sailys Cabral: Good evening everyone.

Comm. Cleaves: First, before you begin, I want you to know that you guys have really lit a fire in this district.

Ms. Cabral: Thank you.

Comm. Irving: In a good way.

Comm. Cleaves: And we're proud of that. Thank you.

Ms. Cabral: I would like to first say what a breath of fresh air you are to our district, Ms. Shafer. Your alertness, involvement and proactivity – I just want to say thank you. I wanted to address a few points that I would like to be key factors in regards to the budget. Transportation is a very important one. As we all know, it's been adamant that two of our bus companies in particular have had quite a few infractions. Something that I wanted to point out is that they are making money from our district. The service being provided to our district is not free, nor charitable. As such, they are to respect that and do their job as it is required. If they don't do their jobs, there should be a clause in their contracts for them to be fired. Our expectations as a district need to go up. Our children are our most important and precious treasures, and it all starts with you in regards to the money. Money talks, so if they want their money they need to do their job. As far as PCTI busing, I have children who attend PCTI and as previously discussed it needs to be prioritized. It will not be implemented next year with PCTI providing busing to our children. So, whatever plan it is, whether it's parents paying for busing, or full, or partial, we need to start that discussion as soon as possible because it needs to be addressed before the school year is over. I would like to see after school homework help programs throughout our district in every school, if possible. It is essential for us to have that for our children. One that could also include parents, even if it's just workshops, would be good. As you know, the education lesson plans have changed drastically and as parents we feel useless most of the time in assisting our children with homework. They no longer learn math the way we learned it. As we all know, it gets frustrating so it would be very important, especially if PARCC assessments need to be taken by our children, that programs be put in place to ensure their success on these tests. I wanted to thank all of you Board members and Ms. Shafer for just being so proactive this year and I would like to see that continue throughout the year. Thank you.

Ms. Carrie Gonzalez: Good evening Superintendent Shafer and Board members. Basically, I would like to reiterate what Ms. Cabral said. It's not only refreshing to see your proactive approach, but I commend you for taking the step of having the community involved. I think if you notice when you look around when we come to these meetings we're getting more and more people. It's almost like our home school council meetings. We started with three and now we have an abundance of them. So I commend you for that. I want to also thank you for taking the approach of answering the questions at the end of the night and not having parents wait "72 hours" or "we'll get back to you" and we never hear back from the Superintendent. I did fill out the questionnaire as to some of the ideas for the budget. I don't know if you received it or not. As Ms. Cabral stated, we need full functioning after school programs for children who are struggling. I have a 6th grader who is struggling tremendously in reading. You mentioned WP and I know WP has reading specialists. They host reading programs that I've taken my son to, but that's not always feasible with time. If you can have that at a school and we can implement reading and math, which are the major subjects, then that would be helpful. We don't need babysitting. We need extra help. You can pay your friend down the street to babysit. Regarding the courtesy busing, let's face it. It's

not considered courtesy if it's a health hazard or dangerous for our children. So we need to look into that as well. On another note, let's talk about before school programs. I have the luxury of getting in whenever I can get in, but there are parents that have to be at work 6:00 or 7:00 and we don't have a before school program. So that might be a thought. I think we also need more programs to help the children at home. There are some programs that I use on my own, but if you implement them in school they carry over to the home and the parent can help. Like Ms. Cabral said, our kids got a math sheet today and I had to call my husband because I didn't know what I was doing. I knew what I was doing way back in the day, but I didn't know what I was doing now. I think IXL and Moby Max, as well as ARP, Accelerated Reading Program, where the student reads the book, takes the test, answers the questions, and if they're not doing well it can be addressed. These are just some of the ideas that I thought of off the top of my head. I'm sure I can come up with 1,000 by 3:00 this morning. Again, I want to thank you and I appreciate everything you're doing so far. Thank you.

Comm. Cleaves: Comm. Redmon, Comm. Castillo and myself went to a conference in New Orleans last month and they have a program that they do before school that we've been talking about also. It is just a way to get their day started in a positive way. They said it works wonders in their school so we've been talking about it here.

Ms. Gonzalez: Awesome! Thank you so much. As long as it's being discussed, it's opening a door.

Comm. Redmon: We saw it firsthand.

Comm. Cleaves: We saw it in action.

Ms. Gonzalez: Great! Awesome!

Comm. Irving: You hear them making it very clear that THEY went to New Orleans. They didn't take any of the guys.

Ms. Gonzalez: I think somebody is feeling a little jealous.

Comm. Irving: Without a doubt.

Comm. Cleaves: We tried letting them rule the world and you see what's going on.

Ms. Greta Mills: Hello everyone. Hi, I'm Greta Mills.

Ms. Monifa Mears-Grier: I'm Monifa Mears-Grier.

Ms. Mills: We're both teachers at School No. 26. Everybody please write that down. Make sure you look on Channel 11 on Friday. Make sure you vote for School No. 26. We had a video and everything done at our school. Our children did a wonderful job. Please make sure you vote for School No. 26. Thank you. I planned some trips and now I get the email that we have to fund for busing because we don't have money for busing for the trip. Can you find some funding? Otherwise, I have to start searching online for ways to raise funds for a bus. Times are difficult for kids, their parents, and myself. I've used my money to buy technology and I really don't have money for the bus, but I'll try my best. The program they were talking about for the bilingual is wonderful and I'm glad they have that. But do they also offer a program for those who speak English and would like to learn Spanish and not have to come out of our pockets also. I try my best, but my kids laugh at me. I try. That's all I can do. The other thing is

the Success Maker. We're paying for that program. The kids have a hard time getting on to Success Maker. They come back to me and say, "Ms. Mills, I couldn't on at home" for whatever reason. We're paying for this and this is the third year that I've dealt with Success Maker and the kids have issues getting on. Last year we had 10 licenses in the building. We got over 100 kids that are supposed to be going on, but since we only have 10 licenses they were getting knocked off. There are other programs out there that maybe we need to look at. One of them was Moby Max that she spoke about. I use that with my students. There are a lot of other programs out there that they can get on at home and in school all at the same time without being knocked off. If you get some extra money I'm still here. Every year I ask for this air conditioning and electrical upgrade. The last thing is the Power School. You wasted \$43,000 for the training. That didn't work out. When I had to do the progress reports over for my students, I had to do it by hand because apparently they couldn't print them out. The vice principal at that time sent in another email trying to get it put out and it didn't print out. Therefore, one teacher had two or three scores that she put in. Mine had five out of the seven that were put in. It didn't work out. The people came in and did a workshop that was not helpful to us. It just presented a problem in the end. That was money that was lost. I had to do extra time to get the progress reports out. That's all I have to share. Thank you, Ms. Shafer. We all marched together and I hope we get to do that again, Rosie. Thank you and have a good day.

Ms. Linda Gallashaw: Good evening. I have a few questions as usual. I accept my responsibility as a community advocate so these are my concerns.

Comm. Irving: I'm going to ask the folks in the back to keep their comments low so we can allow the person at the microphone to have the opportunity.

Ms. Gallashaw: As I said, I accept my responsibilities as a community advocate and a taxpayer in this town. I also have children that attend. I first want to concur with the teacher that spoke before me. It was terrible going in for progress reports, even to speak with the teacher, because there were grades not put in the system. There were a few parents up there because some children received failing grades because all the grades were not put in. My daughter is one. She is an A student and it was reflecting a B. She just insisted that I go in and there were some grades that were not added in. To move on to special education, I know that's a large part of the budget and I believe that includes ESL. Is that part of special education? It's not a part of that budget? I know special education is a big part of our budget. Thank you, Ms. Coy, for looking into that. Is she still in the room? The changes that she's made in that area we are most happy about. We're actually going to have a provider that can also be separate from the testing of the results and we can really look at our children's IEP and see where they're going. Giving one company all of the ability to test and then to give us the results and all was a little crazy. It wasn't true to cause. I'm definitely interested in us doing something in the budget that will cut back. I may be wrong, but I just don't understand why we allow students to go four and five years in ESL. I think it's very discriminating. I think that we are outclassing all other English-speaking people from the job market. There's no way that we're going to be bilingual as an African-American when we're only required to take two years of Spanish. Yet, native Spanish-speaking students are allowed to go through these classes for four to five years of learning English. It does not take that long to learn English. I do remember when I was in school there were kids that were sent by you to learn English and at the end of the school year they were speaking English. I think we need to go back to that somehow trying to associate the children that don't speak English with English-speaking children instead of spending all this money. It's not fair that when we get out of school and we come to the job market they're asking for bilingual. Who's better at it than the Latinos? They're getting years of

learning English while we're only required to take two years of a language. There's no possible way you can compete equally in a job market. I think we need to be a little fairer about these types of classes. On the estimated \$33 million that goes out to the charter schools, how much are we going to give this year? What are we looking like in that number? Does that include PCTI? Is that a separate amount? How are we going to go about a new method of recollecting those funds when our children are returned back to the district? We need to find a more efficient way of recouping those dollars that have gone out of district with them. Thank you very much for your time.

*Comm. Mimms enters the meeting at 8:16 p.m.

Ms. Marcella Simadiris: Praise the Lord everybody. It was really great to see you out there in the presence and same space as Mr. Brown, Ms. Shafer. I've been following him for about two years now and he is a powerful brother. He fights for our children like no man I've ever seen fight. I don't know if you're familiar with the hunger strike he did last year when they tried to close one of their neighborhood high schools. I have a lot of respect for that man. Also, it was great to see that School No. 6 did so well at that competition and received that first place accomplishment. The last time I was here, their PARCC scores were up on the screen and the audience was being told how you can determine which teacher might not be proficient. I come here a lot and we have these scores up there all the time as if they're failures. But then to come here and hear that they competed against 700 students and received the first place was awesome. I wrote something. I just wanted to speak with regards to my position on the community school piece at Dr. Frank Napier School No. 4. I understand that there was no sustainability built into the component of our school. So there were barriers we had to overcome from the beginning. I'm not sure how School No. 5 dealt with the sustainability component, but for me the process at DFN School No. 4 has been very blurry and inconsistent. I'm also aware that there were illnesses at the district level over Full Service Community Schools that could have contributed to different disconnects. However, sitting individual schools up high on a pedestal and trying to quiet the cries of those who are struggling and suffering under the oppressive sanctions and punitive cultures cultivated in schools that serve children who perform low on standardized tests will never prove to be equitable for our most vulnerable. I want to publicly let everyone know what I believe needs to occur at DFN School No. 4. I believe that there needs to be a culture free from punitive approaches cultivated. This would be a shift in the district's current approaches. I have witnessed through my investigations and inquiries administrator's unlikeliness to stray from the district instructional model, which happens to misrepresent state regulations. I believe a possible solution to all the disconnects in policy is action research. Action research would provide for us an opportunity in which we look closely at how we function and possible improvements we can make. Some possible goals to help foster a more restorative approach could be centered around some of the adverse childhood effects, also known as ASIS, that many of our students face, something in which social, mental, and emotional needs are addressed authentically in a space where test scores are not the priority and schools are allowed to explore different approaches not directly impacting achievement. This is systemic what we need to do here. It's not at individual schools. It's systemic. I gave Ms. Jenna, who is over community schools, some information. I have one copy I'm going to share with you all on community schools. I really want us to come together and do this right. That means we all come together, not pick and choose who gets to meet and who gets to talk. I know the kids in my school well. I know what they need and I would like to be part of that process. Here's a copy of what I said. Excuse the typos. I didn't really check it. I just want to give you something for your notes. This is the information, if you could possibly make copies and share with everybody. Thanks.

Mr. Joshua Cuevas: Hello guys. How are you doing today? About a year ago I was here and I brought up the whole school system being overpopulated. Nothing has been done to address that. I told you about address verifications. I told you about the paper forms that you guys are requesting as far as PSE&G, cable, credit card statements, and phone bills. These are not things that you can use to validate addresses. We're having a problem with all our schools. This goes to our budget. Our schools are overpopulated and we need to figure out why. On Union Avenue there's a single-family house with six mailboxes. That is my district, the second ward. A single-family home with six mailboxes and nothing has been done to address that. I can tell you that right now that single family home has 12 kids that are coming to my school. Nothing has been done to address this. I've stayed quiet. I've let you guys do your thing for about a year. I'm going to fall back. I've been speaking to Mr. Martinez and nothing has been done. Another thing that I don't agree with, and I haven't really addressed this, is that we're paying police officers in the schools \$60-\$100 an hour. I did the mathematics. Just for John F. Kennedy alone we're spending \$8,000 a day for six officers. That is insane. Who would be okay with bringing in officers into a school at \$8,000 a day times five? That's \$40,000. You're looking at \$120,000 just for John F. Kennedy. That's not including all these other schools. I'll leave you with that. To Dr. Campbell, I'm a computer technician. I can tell you now that you can put that data on a NAS server. Store the data on the side, run in the application with an icon on every single desktop. You didn't need to pay for that data to be moved over. The data that you're moving over is never going to be utilized again. You're pretty much paying these guys an extra 35% on top of markup value to move this data just because they want to make money. If you need services or ideas for IT or anything for servers, my services are free. I'm here for you. I'm here for the community. Thank you.

Ms. Carmen Garcia: Hi, my name is Carmen Garcia. I'm PTO President for School No. 29. I was looking through your agenda and I'm seeing F-1. We're grateful you're providing toilet room adjustments to the classrooms. My daughter is at School No. 29 in her second year. She's in first grade. School No. 29 is a small school. It has two floors. We really don't have the room for these extra toilets. I can see this money probably being used towards extra teachers and aides that we need in that school. We eliminated a classroom and my daughter's first grade has 30 kids. I feel like that money can honestly be used better towards more teacher aides. I know we have a Saturday program coming. Not all parents are going to participate in it because I just know it's not going to happen. I feel that we need more teacher aides for that. My second question is about Power Schools. When is that going to be available for us parents? The first marking period is rolling around and none of us have been able to even use Power Schools at all. We haven't gotten any information on that and we're wasting a lot of money on it. I was hearing about the Full Service schools. I've seen a couple of schools already a part of that. I was wondering if maybe we can team up School No. 7 and School No. 29 and be part of that program too and maybe find a grant for us also. That's just my opinion as a parent. The toilets are not a real priority because by kindergarten you should be potty-trained. They know how to hold it. My daughter has been holding it since she was two years old. The bathrooms are not that far from the kindergartens. They just have to walk down the stairs. That's just my opinion. These are awesome. I understand Dale Avenue definitely needs it, but I think they should have gone to each school first to see what room they have for this construction to happen. That's just my opinion. Like I said, we've wasted a lot of money on Power Schools and nothing. That's just my opinion. Hopefully you guys can take that into consideration. School No. 29 definitely needs teacher aides. It's not just the first grade. Third graders also need aides. The classrooms are really big. Thank you.

Comm. Irving: Thank you so much for being here.

Comm. Cleaves: What did you say the program was that you wanted to join with School No. 7?

Ms. Garcia: The Full Service Community. That would be really good, especially in the neighborhood that we're in. We definitely need something like those programs. We have a church that we partner up with. They have a building available. We could actually make this work in our area.

Ms. Frances Harrison: My name is Frances Harrison and I'm a concerned taxpayer. I have no children in the school system, but I'm very interested in what's going on. There are two things that I'm looking at in terms of this budget and the fact that we're going to get some money back into the city. I want to know why the lights have to stay on in the schools. Why are the lights being left on? The other thing is I wanted to find out about truancy. I understand that was one of the programs that were cut out.

Comm. Irving: I'm sorry. What was that last thing you just said?

Ms. Harrison: Truancy. That was one of the programs that were dropped. Yet and still, I understand they're talking about putting sensors around the schools to lock the kids in. I'm just not understanding why those drastic measures are being taken when there are other ways to try to encourage kids to stay in school. If you go into a program of locking the kids inside the school, then there's a system needed to show who is leaving and who is coming. Now you're talking about more data collection, reviews, and money being put out to contain people. Then you talk about parent involvement. When I went to a debate they were talking about all these systems that are out there to try to get the parents involved. Who's monitoring? What is the input? How many people are coming? Have you asked the parents what it is they need? You have all these electronic things, but some people are not willing to put all their information out there. They might read it, but they don't necessarily comment on it. The biggest problem is monitoring for compliance. Who is doing this? Who has the data? Who has the information to show you that the electronic stuff that you're using is working or not working? It's still a lot of parents that are not being involved. Yet and still, you go to a charter school activity and it's overflowing. They're standing in the aisles. They're in the hallways. You can hardly get in. Let's not reinvent the wheel. Let's find out some of these processes that are already out there and working, bring them in, tweak them, and make it work for Paterson. Thank you for your time.

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

Comm. Irving: At this stage, I'm going to ask the Superintendent to respond to some of the questions that were raised.

Ms. Shafer: For the first question that came up, I'm going to ask Dr. Campbell to come forward. We had two parents ask about the parent portal.

Dr. Campbell: I've always had the same answer regarding the parent portal. One of the reasons I brought PowerSchool is because of the user-friendliness of the portal. I'm absolutely committed to turning it on. However, I do want to make sure we're ready to turn it on. Infinite Campus was here for three years. It has a parent portal and we never even turned it on. I'm not sure why that decision was made, but I feel that's a very important thing to do. We are going to do it. I wanted to get through one grade

cycle and allow the teachers to understand and master the system. When you turn it on, the parents will be able to see anything a teacher does instantaneously. If a teacher misses an attendance, those parents are going to be holding the schools accountable. I want to give the teachers some time to master the system first so that we're absolutely ready for the community to get to that level of engagement. We are committed to turning it on. I'm hoping we will do some training and some community events and inform the community on how to use it. There will be some education for parents as well and then we can roll it out in a way that's going to be successful.

Comm. Irving: In the meantime, what's the backup plan to have parents access the information? I hear your point, but there has to be a vehicle by which parents are able to see the information in real time.

Dr. Campbell: They can't see it in real time until you turn on the portal. The only way you can do it now is through the teachers. If you need specific information about your child, you would ask your teacher for that information and they would have to provide it for you.

Comm. Irving: I think it makes sense to send something to all the parents letting them know. Here's my thing. We have the program. We know it works. I know we want to give teachers time, but we also need to give the people who paid for this, the taxpayers, the opportunity to access the service.

Dr. Campbell: We will.

Comm. Irving: I think we need to give a drop-dead firm date by which PowerSchool will be active and give parents the opportunity to know when that's going to happen. In the meantime, if you were to access grades, the mechanism you utilized before are going to be that way. Once we have the new system, here's all the good stuff that's going to come. There has to be some type of communication given to parents to update them exactly where we are in the transition and why we have it. It also tells them effective this date it will work.

Dr. Campbell: I have sent communication specifically about this to the principals in hopes that they would share with the staff. It didn't have a date. It said after the first card marking. We can develop a date. It's not hard to turn on. It's easy to flip the switch. We just want to make sure we're ready for it.

Comm. Irving: We don't do that back and forth. Any additional questions I'm going to ask you to share them with the Chief of Staff and we can certainly get those answers to you.

Comm. Castillo: The parent portal sounds great, but the first problem is that teachers still can't input the grades and get that efficient. What else can we do in order to better train or give the teachers access to do this in order for them, the parents, to be able to access the grades? The teachers are saying it's hard for them to input the grades for progress reports and they were having a hard time printing it out. Is there a timeframe in when we can give the teachers more information and make sure they're using it and that the parents can access grades? Now I'm a little confused on the difference between this program as opposed to the other program if the other program had a parent portal as well. If this was to better help, how long is it going to take so they can actually get the services that we're paying for?

Dr. Campbell: This is an enterprise level system. There are a lot of pieces to the launch. The fact that we haven't had any major hiccups in terms of things actually functioning has been a really positive thing. There are some pieces that still need to be turned on and I was purposeful about making sure we phased it in. Sometimes you don't know a problem until it happens. We presumed printing progress reports wouldn't be a problem, and it turned out to be a problem for some teachers. We were working on it as it was occurring. The next card marking is coming up in just a couple of weeks. We have to make sure we do some sample report cards and make sure they print out. We're working on those issues as they come up as well. I didn't anticipate that as being an issue, but we did hear it when the progress reports came around and we are working on resolving it.

Comm. Castillo: We definitely need to send something out to parents to make sure the whole thing is actually working and that everyone understands it. Even if we have a parent portal that no one can use, we're back to square one.

Comm. Capers: How much percent are we using PowerSchool in our district?

Dr. Campbell: It's universal.

Comm. Capers: Are we using 100% of the whole program?

Dr. Campbell: No. PowerSchool has a tremendous amount of capability, just as Infinite Campus or any major program, which you don't end up using.

Comm. Capers: We're still in the phase one period? What phase are we at?

Dr. Campbell: There might be features you never use. It's a very expansive program. You pretty much use mostly the areas that you need. My team is trained at a very high level to use multiple features and advanced teachers. For the average teacher, they wouldn't necessarily use. Different staff members may use different features. A counselor may use it differently than a teacher depending on the needs.

Comm. Capers: There's a lot of staff in the schools not understanding the whole PowerSchool system. They're probably used to Infinite Campus. Now we have a whole new system they have to learn to navigate. Some teachers are still having problems with that. Before we move to phase two and getting the parents on board in a couple of weeks you want to turn that on. There are some teachers here tonight who still don't understand the full scope of the program. Now we're going to do in-district training?

Dr. Campbell: We did the training over the summer.

Comm. Capers: I'm talking about now. I know we did the training, but I think it wasn't enough. I'm a coach. I can teach one thing one day and then the next day they don't get it. We need repetition. Can your staff that is fully trained go into the schools and be progressive about this? Once we open it up to the parents, everybody has to be 100% and know what PowerSchool is about. Teachers are coming here saying they don't understand how to print out progress reports or whatever it is.

Dr. Campbell: My approach was to make sure over the summer we did training. Before we left in June we did an initial overview. Over the summer I sent out information. There's a lot of online training that people can do. When they can back on the 5th and 6th for our two days we made sure somebody got in every single building training the staff. Another thing I did was brought staff downtown to do a trainer-on-trainer. I was

hoping that they would be the advanced users in the building and as people had issues they could help them. Those were the approaches I took. After that, I got a couple of guys in my group and we've had a couple of trainings down here that were open to whomever, mainly secretaries, because they input a lot of our data. We do. We have gone out to some schools. There are still needs for sure and we just have to keep doing the regular trainings that we offer downtown.

Comm. Capers: Is there still online training that they can take?

Dr. Campbell: Absolutely. PowerSchool has a ton of things online.

Comm. Capers: Can we send that through our district?

Dr. Campbell: I did. I have several times.

Comm. Capers: I'm talking about even now.

Dr. Campbell: We can do it again. You can go in and there are YouTube videos that other teachers put up from around the country.

Comm. Capers: Everybody has access to it.

Dr. Campbell: Everybody has access to it. There are these things called mastery in minutes. It's a very good set of tools that you can use. You can just go in and watch videos on how to input attendance and print a schedule. There are all these basic things. We created a set of process sheets that also were some of the heavy-hitter things, such as how to take attendance, how to look up a student, and things of that nature. We emailed it out to all the schools. These are just some of the resources we gave to try to help people on a very basic level to become accustomed to the program.

Comm. Capers: Thank you.

Comm. Cleaves: To go back to Ms. Mills' statement, she said that on the teaching of PowerSchool to the teachers we wasted our money. If we have multiple teachers that had problems getting the data out from inputting the grading, do we know what the disconnect was? How long did it take us to realize that there was a disconnect? Apparently, this is not the first that I've heard teachers saying that they had to input the data multiple times. What was the disconnect? Was there a switch that they were supposed to click and they didn't know? If they were trained and if this was done in the sandbox and went live, if they were doing the same thing but coming up with different results, what happened?

Dr. Campbell: It is different for every situation. You have some teachers in schools that had zero issues. You had others that had. For example, there were fields that some schools were using Infinite Campus that when we pulled all the data over we didn't know they were using that particular field. The tech in my department would have to go back, retrieve that data, and put it into PowerSchool. There were examples of that. Again, until somebody tells us what's missing, sometimes we can go in and fix that. With the training we had mixed feedback on that as well. Again, you go to some sessions and they're saying they understand it, it's working great, no problems. I've been in schools with the secretary and she would say she came to the training and she needs someone there teaching her one-on-one. You had everything in between. We did a lot of training and most people came to the training. There's always going to be a gap. We resolve the problems as they come. We tell everybody if they have any

concerns send it to MIS and we will work on those issues. Between Frank and Lenny, two of the guys in my department who handle PowerSchool, they've answered a ton of calls in the last two months since we launched the product. Every day we're getting requests of some sort. It could be to reset a password and a lot of different things. We resolve those all the time in a timely fashion.

Comm. Irving: I just think the Board needs to get something in writing so that we can understand the scope of what some of the issues are, your implementation plan for how to fix the issues, what's been done to fix those issues, and what that timeline looks like. My preference would be the sooner the better to get this to us because I can see this parent portal thing catching steam once other people start letting people know about it. I would much rather us get ahead of this as soon as possible.

Comm. Mimms: That's exactly what I was going to recommend, that we create a plan outlining all of the information that we received today. Then we can go into the schools to ask the teachers what are other concerns. We heard some tonight, but remember we have 56 schools. We need to find out from every school what the concerns are, whether it's an anonymous box or talking to the principals to find out that data. Then doing a plan that shows internally with our teachers to the students and principals to the administration what those concerns are before we even get to teacher to parents. We need to have a comprehensive plan that outlines all these things in phases and then a timeline that goes out to say this is what each phase one looks like. Then maybe a flow chart that says if this happens, you do this. If this happens, you do that. I think we need to create that internally so that if there's a glitch or a problem we internally know how to fix it and resolve it before we put it out. It's an item on the agenda, so I'm glad we brought it up now. According to the item on the agenda, which we'll talk about in a few, it's \$43,000. Those are concerns. We're looking at over \$500,000 and we're hearing teachers saying these are some glitches. This is just a small portion of what the concerns are. I think we need to fix it before full rollout. I think there needs to be a plan. Dr. Irving said something detailed and written out so it's not just in the air. We need it documented so we will know what to do, what's been stated, and then we can build from that so we'll know how to resolve it.

Comm. Redmon: I think when this was presented to the Board back in the summertime we had an impression that this was going to be up and running by the first semester. Our grades would be in and we would be able to see them. We didn't know that this was going to be in the phase-out phase. We thought that everything would be up and running, teachers would be inputting grades, and parents would be up in live time. I think I even asked at one meeting would parents be able to see grade changes in live time and you told me yes. I recall that. I think when it was presented to us in the beginning we had a whole thought that this was up and running for September and after the training was done parents had real time. I didn't know that this was going to be presented in different phases. I think this is where the confusion is coming in. We're hearing it back and forth, not just tonight. I heard it different times from parents talking about the parent portal. They're really interested in the parent portal because they feel it's really easy for them to track their students in real time. We already talked about attendance on that and also this grade average. Do we have a date that these parents can be able to log on? I think that's what they're hearing. They want a date. They don't want to know about the problems internally. They want to know about a date that they can access this program.

Dr. Campbell: I always said that the portal wouldn't come on until after the first card marking. I've always said it because I knew that was going to be a major thing. Again, I can turn it on any day. It's not a matter of turning it on. It's making sure the system is

ready for it. That's all I was doing. Let's get through one cycle of grades and give the teachers a chance to master the system, get the grades in, get those first report cards, and then we turn it on. We need to make sure too we provide some education. Parents need to know how to download the app, know what to look for, and go through the screens. Some of that training has to take place as well. The system itself is live. It's running. Every piece of attendance that's taken in the district is in PowerSchool. It's on. It's running. In terms of the portal, that's another level. The student and parent portal will be turned on after the first card marking.

Comm. Cleaves: Any more questions? Ms. Shafer, you can continue.

Ms. Shafer: I would also ask that the teachers from School No. 26 see Ms. Warren to talk about the buses that are needed for the field trips so we can see what we can do. Ms. Warren is over here. I just wanted to address Full-Service Community Schools. Our Full-Service Community Schools have really been a model for other districts that come to us and tour how our Full-Service Community Schools operate. I just want to make sure that everyone is clear. You saw the report and the results of how Full-Service Community Schools work. If you do have questions or concerns about them, you can see Jenna who is the director. You can also see your principal and your assistant superintendent. Or you can talk to us about it. Full-Service Community Schools have been extremely successful for the Paterson Public School District. The gentleman that came up about the residency issue, all we ask is give us the addresses. We have a team that will be out there tomorrow. We just need to know what you're talking about. Every time people come to us and they tell us about a situation like this, it's anonymous. We tell people this and we can't get an address. Give us the address. You can give them to Ms. Powell and we will be there tomorrow. We don't have our director of security here tonight, but the cops making \$8,000 a day, we will check into that and get back to you on that. As far as the parent portal is concerned, we will have a full report and a plan of how we're going to roll it out with timelines and expectations before it's rolled out. How we're going to communicate it to the parents and the community so that we can ensure that it will be successful. We're not going to put it out there just to put it out. We will have a plan and parents will be involved. Just like you heard about the meeting tonight, we will have community forums where we'll go through the process so parents know how to get the app and how to be able to log onto it. We will get you a full plan on how to do that. Talking about the pre-k and k toilets, this is a compliance issue. It's not whether or not children are potty-trained or anything else like that. It is a compliance issue. The toilets need to be in the classroom and if they're not, they need to be in close proximity to the classroom. That's why you see that is on the agenda. It is required. I agree about the truancy program. That was a program that worked. Unfortunately, it was cut due to all the underfunding that we received. It is something that we should look into, as well as School No. 29 and School No. 7 being Full-Service Community Schools. I want to thank all the parents and the community members who came out tonight and contributed to all of the recommendations you made for the budget. We do have someone who is taking notes and the meeting is recorded. That will become part of our budget priorities as we begin to develop the budget. This is only the first of many meetings to be able to come out and participate and give your recommendations. I certainly thank you for coming out now, but we want to see you again. Thank you for coming out.

*Comm. Irving leaves the meeting at 8:49 p.m.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

Whereas, the Paterson Public School District approves payment for the list of checks for the month of September in the grand sum of \$11,957,336.21 beginning with check number 207827 and ending with check number 207875 and

Therefore, 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. Castillo that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Mimms 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. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
- Private Industry Council of Passaic County (PIC)
- Greater Bergen Community Action
- Irving & Mendenhall
- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

- Star Hope
- Planning Board of the City of Paterson
- Churches in the City of Paterson
- Brothers United Developing Spiritually (BUDS)
–School based program (JFK)

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
*Theodore Best	NJSBA Annual Workshop	October 23-26, 2017	\$514.18 (transportation, lodging, meals)
Director of Culture, Climate and Non-Traditional Programs	Atlantic City, NJ		
*Cheryl Coy	NJSBA Annual Workshop	October 23-26, 2017	\$383.70 (transportation, lodging, meals)
Chief Special Education Officer	Atlantic City, NJ		
Cheryl Coy	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Chief Special Education Officer	Morris Plains, NJ	March 9, 2018 April 12, 2018 May 4, 2018	
Anyelis Diaz	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Social Worker	Morris Plains, NJ	March 9, 2018 April 12, 2018 May 4, 2018	
Natalie Hackett	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Principal/STARS Academy	Morris Plains, NJ	March 9, 2018	

		April 12, 2018 May 4, 2018	
Alicia Pavone	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Supervisor/Special Services	Morris Plains, NJ	March 9, 2018 April 12, 2018 May 4, 2018	
Nicole Payne	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Director of Alternative Programs	Morris Plains, NJ	March 9, 2018 April 12, 2018 May 4, 2018	
Alicia Van Diver	LRC – Rutgers 7-Day Training Series: Community Based Instruction for Students with Disabilities	November 2, 2017 December 8, 2017 January 8, 2018 February 5, 2018	\$84.00 (registration)
Supervisor/Special Services	Morris Plains, NJ	March 9, 2018 April 12, 2018 May 4, 2018	
Emily Rose	New Jersey Association of School Librarians (NJASL) Fall Conference: Promoting Powerful Partnerships	November 16-17, 2017	\$150.00 (registration)
Media Specialist/International HS	Long Branch, NJ		
Jenna Goodreau	New Jersey School-Age Care Coalition (NJSACC) Annual Conference on Afterschool	November 17, 2017	\$212.49 (registration, transportation)
Interim Director/FSCS	Princeton, NJ		
Beatriz Quiroz	New Jersey School-Age Care Coalition (NJSACC) Annual Conference on Afterschool	November 17, 2017	\$228.92 (registration, transportation)
Special Funding Program Advisor/Academic Services	Princeton, NJ		
Sakena Thompson	New Jersey School-Age Care Coalition (NJSACC) Annual Conference on Afterschool	November 17, 2017	\$219.31 (registration, transportation)
21 st CCLC Program Manager	Princeton, NJ		
Linette Lee	Rutgers Gifted Education Conference	November 17, 2017	\$189.00 (registration)
Teacher/School 28	Somerset, NJ		
Teresa Mola	Rutgers Gifted Education Conference	November 17, 2017	\$189.00 (registration)
Teacher/School 28	Somerset, NJ		
Donna Pincus	Rutgers Gifted Education Conference	November 17, 2017	\$189.00 (registration)
Teacher/School 28	Somerset, NJ		

Rita Route	Rutgers Gifted Education Conference	November 17, 2017	\$189.00 (registration)
Supervisor of Student Enrichment & Advanced Learning Programs	Somerset, NJ		
Lori Rumley	Rutgers Gifted Education Conference	November 17, 2017	\$189.00 (registration)
Guidance Counselor/School 28	Somerset, NJ		
Gilman Choudhury	Promise Neighborhoods National Network Conference	December 11-13 2017	\$1,516.89 (transportation, lodging, meals)
District Outreach Coordinator/ Family & Community Engagement	Arlington, VA		
Jenna Goodreau	Promise Neighborhoods National Network Conference	December 11-13, 2017	\$1,220.27 (transportation, lodging, meals)
Interim Director/FSCS	Arlington, VA		
William McDowell	Promise Neighborhoods National Network Conference	December 11-13 2017	\$1,516.89 (transportation, lodging, meals)
Executive Director/Family & Community Engagement	Arlington, VA		
Beatriz Quiroz	Promise Neighborhoods National Network Conference	December 11-13 2017	\$1,220.27 (transportation, lodging, meals)
Special Funding Program Advisor/Academic Services	Arlington, VA		
Lakisha Kincherlow-Warren	NGSS Implementation Roundtable for Administrators	December 13, 2017	\$30.00 (registration)
Teacher Coordinator of Science/ Academic Services	Montclair, NJ		
Sarah Sterling-Laldee	NGSS Implementation Roundtable for Administrators	December 13, 2017	\$30.00 (registration)
Supervisor of Science/Academic Services	Montclair, NJ		
Joanna Tsimpedes	NGSS Implementation Roundtable for Administrators	December 13, 2017	\$30.00 (registration)
Executive Director of C&I/ Academic Services	Montclair, NJ		
Yacine Abada	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Director of Network Operations	Atlantic City, NJ		
Domenico Carriero	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Principal/School 9	Atlantic City, NJ		
Jose Correa	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Director of Instructional Technology & Library Media Services/Technology	Atlantic City, NJ		

Department			
Eric Crespo	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Associate Chief Academic Officer/ Academic Services	Atlantic City, NJ		
Christopher Lewis	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Director of Business Applications/ Technology Department	Atlantic City, NJ		
Anthony Licamara	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Vice Principal/School 5	Atlantic City, NJ		
Mohammed Moustafa	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Telecommunications Coordinator	Atlantic City, NJ		
Joanna Tsimpedes	NJASA TECHSPO'18	January 24-26, 2018	\$970.60 (registration, transportation, lodging, meals)
Executive Director of C&I/ Academic Services	Atlantic City, NJ		

TOTAL CONFERENCES: 32
TOTAL AMOUNT: \$16,486.72

*For Ratification

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

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
- Private Industry Council of Passaic County (PIC)
- Greater Bergen Community Action

- Irving & Mendenhall
- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

- Star Hope
- Planning Board of the City of Paterson
- Churches in the City of Paterson
- Brothers United Developing Spiritually (BUDS)
–School based program (JFK)

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, the intention of the New Jersey Quality Single Accountability Continuum (NJQSAC) is to assure compliance with the statutes and regulations that govern schools and districts in New Jersey and to lead the school community into reflection on the performance of its students and revisions of its practices, and

WHEREAS, the vision and mission of the Paterson Public School District is to be a leader in educating New Jersey's urban youth, and to prepare each student to be successful in the institution of higher education of their choosing and in their chosen career, and

WHEREAS, in accordance with NJQSAC, the board's annual review of the Chief School Administrator is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement, and

WHEREAS, the Board of Education met with the Acting Superintendent and the State Representative to discuss goal-setting, at the July 29, 2017, board retreat, and at the October 18, 2017, board meeting, and

WHEREAS, the five major district goals formulated in collaboration with the Board of Education were:

Goal 1: By the end of June 2018, in Special Education, all IEP's will be at 90% compliance and all areas of compensatory time owed will be 90% completed.

Goal 2: By the end of June 2018, District Chronic Absenteeism rate will decrease by 5-8 percentage points.

Goal 3: The District will analyze State Assessment Data and identify the deficiencies of student skills, develop instructional strategies for those skills, provide

professional learning opportunities for the teachers, and increase student growth by 5%-10% percentage points in Mathematics and 5%-10% percentage points in Language Arts on PARCC Assessments.

Goal 4: Implement the process to ensure student and staff data in PowerSchool and in Edumet is accurate.

Goal 5: By February 2018, develop criteria to determine who is required to go to Summer School using multiple measures and communicate and implement for the 2018 Elementary Summer School.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education adopts District Goals for the 2017-2018 school year which include goals/strategies, the person(s) accountable to complete the goal, and indicators of success in completing the goals as outlined in the attached chart.

It was moved by Comm. Redmon, seconded by Comm. Mimms 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. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
- Private Industry Council of Passaic County (PIC)
- Greater Bergen Community Action
- Irving & Mendenhall
- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

- Star Hope
- Planning Board of the City of Paterson
- Churches in the City of Paterson
- Brothers United Developing Spiritually (BUDS)

–School based program (JFK)

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. 4

Whereas, the Paterson Public School District supports developing relationships with community base organizations engaged in activities that support and enhance the healthy educational, social and emotional development of its stakeholders, and

Whereas, the Eastside High School Athletic Department has partnered with local community agencies such as, Paterson TEAM HOPE, Omega Psi Phi Fraternity, Inc. Lambda Upsilon Chapter and the Paterson Police Community Policing to host a 3 on 3 basketball tournament at Eastside High School on November 18, 2017, and

Whereas, the Paterson Public School District will provide access to the facility and secure custodial and security services as defined in our Schooldude facility request electronic system. Prospective participants will be required to pay an entry fee which will cover tournament expenses and provide cash prizes to team finalist, and

Therefore, Be It Resolved that the Eastside High School Athletic Department will receive a financial donation, which will be deposited into the school's activity fund pending board approval. These funds will be used to support and/or supplement Eastside High School's athletic department programs.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 4 be adopted. On roll call all members voted in the affirmative, except Comm. Mimms 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. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
- Private Industry Council of Passaic County (PIC)
- Greater Bergen Community Action
- Irving & Mendenhall
- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

- Star Hope
- Planning Board of the City of Paterson
- Churches in the City of Paterson
- Brothers United Developing Spiritually (BUDS)
–School based program (JFK)

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

Purpose: Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to increase the Comprehensive Student Information System, RFP-400-17 for the 2017-2018 through 2018-2019 school year(s).

Whereas, at the board of education meeting of May 17, 2017, resolution number F-16 was approved by the board, awarding a contract for Comprehensive Student Information System to PowerSchool Group, LLC for

2016-2017 – Professional Services – Implementation and Consulting (\$78,750) and Staff and teacher training (\$22,500).
AMOUNT NOT TO EXCEED: \$102,000.00

2017-18 (Year 1) \$4.90 per student license fee ($\$4.90 \times 27,553$ students = \$135,009.70 total license fee, Hosting fee: \$35,964.85, Additional implementation and training: \$222,064.67 = TOTAL: \$393,039.22
AMOUNT NOT TO EXCEED: \$395,000.00 in Year 1

2018-19, 2019-2020 (Years 2-3) \$4.90 per student license fee (\$7.40 per student license, hosting, and PD+ fees ($7.40 \times 27,553$ students, plus \$400 for SSL Cert = TOTAL: \$203,892.20
AMOUNT NOT TO EXCEED: \$408,000.00 in Years 2-3

Whereas, contract required vendor travel and the district requested additional historical data conversion services, and

Whereas, the District wishes to increase the contract within the allowable 20% according to N.J.A.C. 5:30-11.3(a)9; and

Whereas, the awarding of this contract is in line with the Bright Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 4: Increase administrative and staff capacity; and

Whereas, the district previously increased the contract to include 19 additional training days (\$28,500) and associated travel (\$31,526)

Therefore be it resolved, that the Paterson Public School District approves the increase of the contract for Comprehensive Student Information System, RFP-400-17 to PowerSchool Group, LLC for the 2017-2018 school year not to exceed \$519,026.00 (\$21,000.00 for historical data entry and \$43,000.00 for travel per contract).

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

Comm. Castillo: They're all in one. So we either have to approve them both or...

Comm. Cleaves: The \$43,000 we have to approve because services have already been rendered.

Comm. Castillo: I know.

Comm. Capers: I thought there were two separate items.

Comm. Cleaves: There were, but this is how it was presented to us. We're voting on it how it was presented. What are our options on No. 5 since it's technically two different items?

Mr. Murray: I would suggest that the motion be withdrawn and then do two separate motions.

Ms. Williams: It was moved by Comm. Redmon and seconded by Comm. Castillo.

Comm. Castillo: I rescind my motion.

Comm. Redmon: I second to rescind my motion. I'll second it.

Mr. Murray: Now if the chair would recognize a motion on the first part.

Comm. Cleaves: We want to approve increasing the contract for Comprehensive Student Information System with PowerSchool, LLC for the 2017-18 school year, at an amount not to exceed \$519,026.00.

Comm. Castillo: The first motion is for \$21,000 for the historical data entry. That's the first motion.

Comm. Cleaves: The \$519,000 is already approved. We're only approving the \$21,000 additional. Approve the \$21,000 for the historical data move to PowerSchool. The first motion should read to approve \$21,000 for historical data entry move to PowerSchool for the 2017-18 school year.

It was moved by Comm. Castillo, seconded by Comm. Redmon that the Board approves increasing the contract for Comprehensive Student Information System with PowerSchool Group, LLC by \$21,000.00 for historical data entry for the 2017-18 school year. On roll call all members voted as follows:

Comm. Capers: Yes.

Comm. Castillo: No.

Comm. Mimms: No.

Comm. Redmon: No.

Comm. Cleaves: Yes.

The motion did not carry.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
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Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

- Star Hope
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- Brothers United Developing Spiritually (BUDS)
–School based program (JFK)

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

It was moved by Comm. Redmon, seconded by Comm. Castillo that the Board approves \$43,000.00 for travel as per the contract for additional training for PowerSchool.

Comm. Capers: Superintendent, do you still have veto power in this?

Ms. Shafer: Yes.

Comm. Cleaves: Just know services have already been rendered.

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

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Comm. Hodges

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- City of Paterson

Comm. Irving

- Workforce Investment Board of Passaic County (WIB)
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Comm. Martinez

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Comm. Mimms

- Star Hope
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Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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- Workforce Investment Board (WIB)
- Community Charter School of Paterson

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Castillo: I&P met on Monday at 6:00. I do not have the report with me. I will present my report at our next Board meeting. Present were Comm. Martinez and Comm. Castillo. The meeting started at 6:00. Comm. Capers was not present. We only had a few resolutions and items to discuss. We spoke about early childhood and the update of the five-year plan, and action for School No. 10 and the Boys Scouts from grades 1-4. We also had a middle school soccer program for School No. 24. Our STARS Academy is attending the Special Olympics again this year and Omega-Psi-Phi fraternity team will work with Paterson students inclusive of Tech and private schools to complete community service projects. For example, they will feed the homeless and members will partake in a Father's Day high five event. Approval for firefighters to visit the schools regarding fire safety because a lot of the schools are taking the initiative in order to include the students as well as the parents for opportunities on safety instruction and community service programs throughout the district. That's my report.

Comm. Cleaves: Is there any discussion or any questions for I&P?

Comm. Mimms: On I&P-2, I'm just looking to tweak the wording. I'm trying to find out what we can do either that they don't have to come to us every year but it will already be in the system indefinitely. Or would it be better if we just have it and they have to submit it? I would really like to see it so that they don't have to keep coming back and it's just a part of the school system.

Ms. Shafer: I thought it had to come annually in case something happened along the way and it couldn't be indefinitely.

Mr. Murray: That's correct.

Comm. Castillo: They're a separate entity at the end of the day.

Ms. Shafer: I understand what you're saying, but if something happened during any period of time we would want to stop it. You can't put a resolution forward for it to be indefinite.

Comm. Mimms: Okay. I just wanted to check with legal. We'll make sure that they submit it every year.

Comm. Castillo: It's not part of the Paterson Public Schools. It's a separate entity that's coming to offer the service.

Comm. Mimms: I think I was thinking more because the principal may change and they may have a different vision for the school.

Operations

Comm. Redmon: Operations met on Monday, October 30 at 4:45 p.m. Members present were myself and Comm. Irving. Absent was Comm. Mimms. Staff member present was Cheryl Coy. Items discussed were the items that are being presented now for our agenda, O-1 through O-18. Are there any questions or discussions?

Fiscal Management

Comm. Castillo: We met on Monday as well. As you can see, we all met on Monday and we have a lot of reports. Commissioners present were Dr. Irving, Comm. Rivera, myself and Comm. Martinez. The meeting began at 5:36. We had a conversation with Conner Strong to review the health benefits, the carrier coverages, and increase of premiums. We had a whole presentation and if there are any questions we can make that available. There was also conversation about our food services. Mr. Matthews spoke about having community forums for the budget and budget updates and how we would be able to include the community in the entire process. We also spoke about the bills list and the lease at 90 Delaware and what we can do moving forward. That was our meeting.

Comm. Cleaves: Are there any questions for fiscal?

Comm. Capers: What was the discussion about the food services?

Comm. Castillo: We're trying to move forward with the dinner program. There are some current situations in which we're trying to figure out to give more schools the opportunity to be part of the program. Dr. Irving, along with Mr. Matthews and Ms. Shafer, will be getting all the issues resolved so that we can move forward.

Comm. Capers: Are we looking to change the lunch program still? Did we fix that?

Comm. Cleaves: From the students that came from Eastside. It was fixed.

Ms. Shafer: They came to the last Board meeting and were appreciative. Mr. Cozart had met with them. They had the cafeteria folks meet and they took care of that.

Personnel

Comm. Redmon: Personnel didn't meet yet, so we have no report at this time.

Governance

Comm. Castillo: Governance met on Monday at 5:00. Present were Dr. Irving, myself, and Comm. Martinez. We had some informal discussion about the PEA negotiations and contracts and a better way to handle that situation. We spoke about the PCTI transportation bidding. There appeared to be a contract dispute with the name parties not Paterson. Some settlement negotiations that we're still working on are still in discussion trying to be resolved. The real estate properties that we have on sale are

going out to bid. There are a few documents needed in order to finish that process. That should commence shortly. We also spoke about the policies submitted by Comm. Capers.

Comm. Cleaves: Which we have a copy of in front of us.

Comm. Castillo: We can all read them. There were some changes to be made in the overall policy.

Comm. Cleaves: Is there any discussion for governance?

Subcommittee Reports

Parent/Community Committee - Technology Committee

Comm. Cleaves: Technology and Parent/Community will be meeting next week. I know it's before the public meeting. We had to move the meeting because we were at the conference last week. Is there anything else anyone would like to discuss?

OTHER BUSINESS

Comm. Mimms: Just a reminder to Ms. Shafer. I had requested a five-year fiscal plan. I don't know if you took a look at that to ensure that we have a fiscal plan in place for the district as we're moving towards local control. Also, our contact number and operator ID on the buses. I haven't seen it on the item. I know we talked about it in operations, but it hasn't been on the agenda. I think we need to ensure that we do that before anything takes place.

Comm. Cleaves: Is there anything else?

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

The meeting was adjourned at 9:13 p.m.