

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

September 5, 2017 – 6:35 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. Jonathan Hodges

Comm. Manuel Martinez  
Comm. Nakima Redmon  
Comm. Flavio Rivera

Absent:

Comm. Lilisa Mimms

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

Comm. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting  
September 5, 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'd say welcome back to everybody, but we did that last month. What I will say to all our district staff and administrators who are in the room is thank you for all your hard work over the summer and the last few weeks for getting everything done. Our assistant superintendents made sure principals got interviews together. Our district staff in central office, transportation, central registration, just to name a few, because there are tons of people doing great work here and I just want to say to all of you thank you for all your hard work. This is truly a testament to the work we're doing to get

school ready in our school buildings and our facilities department. I want to thank you all but say our job has just begun. Let's soak it in, but come Thursday the work begins. We have stuff to do, kids to educate, and lives to change. I'm really excited about what this year is going to bring.

Ms. Shafer: Thank you, Mr. President. I, too, want to thank our staff for all of their hard work during the summer. Our facilities are looking better than ever. We launched Power School. We do have student and staff schedules ready for today and Thursday. Training continues to happen. I, too, want to say thank you to all the cabinet members and our facilities department.

## **PRESENTATIONS AND COMMUNICATIONS**

Ms. Shafer: At this time, I'd like to call Luis Rojas. Luis and his staff in human capital did an outstanding job. I'm going to report later on. The good news is we're down to nine vacancies and by tomorrow it should be six. That is good news. At this point, I'm going to ask Luis to please introduce the Insight Workforce Solutions Company who is going to take over our substitutes.

### **Presentation by Insight Workforce Solutions for Substitute Staffing Services**

Mr. Luis Rojas: Good evening, Commissioners. With me today I have Jordan and Andrew Walter, two representatives from Insight. So far, their rollover has gone seamlessly. They've taken on pretty much the majority of our substitutes. I won't go too much into their presentation, but there are some substitutes that we didn't want back. We didn't bring everybody back, but they're taking on all our substitutes that we wanted back and some continue to come on. Without further ado, they're going to stick around at the end of the presentation for questions and answers and be more than obliged to take as much time as you guys would like. For now, I'll introduce Insight.

Comm. Irving: I just want to remind the Board this is an offshoot of the conversation we had last month at the workshop meeting. As you all I'm sure are aware, any time communities like ours make transitions going from in-house to outside, there are questions, comments, and concerns. As local elected officials we want to make sure that we are able to intelligently answer people's questions relative to the transition and the quality of scheduling and what folks can expect in the transition. All those things are why we asked you all to come here today and I understand the change of the meeting date. I want to say I sincerely appreciate you all taking the time to be here.

Mr. Andrew Walter: Thanks for having us. We appreciate the opportunity to partner with Paterson Public Schools. We certainly understand the need to educate the community and keep you guys involved. As a former board member myself that spent three years and went over the process of outsourcing some programs, I understand the questions that are presented to you in the grocery store, on the street when you're with your children, or in the schools. Let us do our best to try to educate you on how the last 30 days have gone with this process – we believe they went very smoothly – and answer any questions that you may have. If I could, I'll just introduce who Insight is. The organization was founded in 2013. We currently support over 43 school districts in New Jersey and Pennsylvania. We run from Bergen County down through Cape May County in New Jersey with a nice spread amongst North and South Jersey. We place about 2,100 substitute positions every day. That gives you a little bit of a breadth of our organization and the reach that we have as it relates to substitute staffing. I believe that number of 2,100 people going to work every day gives you a comfort level that we're professionals in what we do and we focus on that. From a district's expectations

standpoint, your software technology that you used last year to power your absences, from staff logging those absences to substitutes accepting those positions, will remain exactly intact. The frontline system through ASOP, the way that teachers were comfortable logging those positions in, there's no change there. Their user names, pins, the way that their absence data was stored from the previous year, that all remains exactly the same. The substitutes that we talk to we commonly refer to as district originals. All of them will maintain the same login information and the same password so they can get back into that system and accept jobs the way that they're comfortable with. There's no technology change as it relates to the user perspective of both the teachers and substitutes, as well as what we call your campus users, the secretaries and principals that are responsible for monitoring and looking at that to see who is out of their building and who may be back in. From our vantage point, we've put a dedicated team of three onsite here on the third floor. We currently have two of those positions hired and we believe the third position should be finalized before the end of this week with them starting very shortly thereafter. Additionally, we have support out of our corporate office from 6:00 a.m. to 8:00 p.m. Sunday through Friday. We also increased those hours during the December timeframe and through the remainder of the school year until about 9:30 p.m. as absences start to spike up due to the holiday schedule. Then all through the spring as we do more professional development with schools we keep an extended time period that we're there. Just because the staff may not be here after 5:00 p.m. we still have coverage and live support for the folks that may have questions down at our corporate office. Some of the differentiators between us and some of the competition that's out there - we believe the strategy that takes place to help build a substitute program and increase a fill rate for school districts; our recruiting, hiring, and retention process; the count management side; and then our executive leadership experience. I'll jump into the strategy side of it. I won't go too deep into the data side, but I will give you a comfort level. The way that we build our program is that we look at your average daily absences and then from that we do a multiple of how many substitutes we need to build your pool. Paterson averaged about 300 positions filled last year. From our data standpoint we would say that you need about 1,500 substitutes working in Paterson to make sure that you have an acceptable level of fill rates. When we looked at your existing substitute pool that you transitioned over you had roughly 790 that came over. When we look at the pillars of our foundation we start to say that we need to do a recruiting effort to get more folks in, which will help drive up your unfilled absences and increase the fill rates here in Paterson. Just to give you the data behind the strategy of where we go when we come back and meet with you midyear or when we're invited back, we'll talk with you about how we compare to that gold number of three and a half to one, as well as how we can do more with less through building preferred substitutes and other strategic ways that we will increase your fill rates. We're working with your building principals and the human capital department. From a recruiting and hiring standpoint, we pride ourselves on forming a relationship with the community. More than 70% of people that work as a substitute in school districts come from the town or neighboring town from that school district. From the immediate standpoint, on September 16 we will be at the free medical service fair. We'll have a table there. We're looking for folks from the community who want to get involved in substitute teaching and we'll help guide them through that process. In October we'll also be at the parent conference event, two events we heard the school is participating in. Wherever there's a congregation of people from the community, we want to be there. As Board members if you know of things in your own area in Paterson that may be occurring. I'll give you some examples. We've done chili cook-offs, spring festivals, and balloon fairs. Wherever there's a congregation of folks, we want to be there. Not only so we can show that we're part of the community, but we're looking for folks from the community that want to be part of the program. As you're going about your days if you hear that there are events that maybe you're going to, to socialize, feel

free to share them back with the human capital department where we're at on the third floor and we'll make sure that we register, maybe do a sponsorship, or fly our flag there so we can tell the community we're here for them from a job offering standpoint. The account management side to our business is we believe that former educators really help build our program. If we're going to put 300 substitutes to work for you, we're looking for folks who understand the classroom experience and can provide not only the training at the beginning of their employment, but the ongoing training during their employment with us. If we find from principals and secretaries that somebody needs to be retrained, we can bring them back in for additional training in person. We also have online training modules through the global compliance network that they're able to do a train-as-you-go and we'll make sure that they're updated with the mandated training from the state as well through that process. Our executive leadership and experience – although our organization has only been around for four years, the leadership team within our organization has more than 20 years in substitute staffing experience. We believe that's more than any of the other competitors out there. Our executive leadership and management experience gives you the expertise and experience that you need to help drive the Paterson fill rates to where you need them to be. The last page just gives you the transition recap, which I think is important. We talked about 760 substitutes that were with Paterson last year. So far through August we've held three on-boarding sessions right here in this facility on Tuesday, Wednesday, and Thursday from 10:30 to 3:00 every day. We've seen 518 of your district originals come through and successfully complete the on-boarding process with us. We have that listed on the back page here. Additionally, we've had 324 folks that came out and expressed interest in being a part of the substitute program in Paterson. We're in the process of scheduling Tuesday mornings and Thursday afternoons here in this facility to show them how they can get their fingerprints done, go through the substitute cert process through the State of New Jersey, go through training with us, and get them on board. Because of the state requirements sometimes that takes about four to six weeks. We would feel confident saying that about 80% of those people will probably hit the requirements to get through and then depending on training it could be opened up at some point in October or November. If we look at your absences the way that they trend for Paterson in your system that we're looking at for last year, your 300 very quickly in December become about 500 positions. We want to make sure that we're doing everything we can in September and early October to get those 324 folks on board as quickly as we could with the right training to make sure they can service the district in that November/December timeframe. I'm sure that as the word continues to spread that number will quickly continue to climb and we will be prepared to make sure that we help with those. That concludes with who we are and walks you through a little bit of the transition that we've taken from early August through now. If I could, I'll open it up to the Board for questions.

Comm. Irving: You hit all the talking points that I need, but there are some very specific questions I'm sure. The first question I have is relative to the rate of pay. What is that process looking like? What is the rate of pay for substitutes prior to when we had the in-district process compared to where you are now? Anyone who wants to be a substitute still has to go through the county certification process before they can be eligible. Walk me through what would happen and how they would get to you once they have their certification.

Mr. Walter: The rate of pay remains exactly the same from what it was last year to what it is with Insight. There should be no difference in their earning from last year to this year. It's \$110 a day.

Comm. Irving: I appreciate that. To the second piece relative to the process by which those folks will get certified with the county and then find you or be on board in the system here.

Mr. Walter: We see it in various different ways, but I'll give you the traditional way. They would apply on our website at [Workwithinsight.com](http://Workwithinsight.com). They click the "apply now" button and we have marketing materials out there for us to do an outreach to get to them. Once they have applied, we invite them into a group interview or an on-boarding meeting where we walk them through fingerprints first. They have to get fingerprints from the Department of Education. When they come back cleared we follow with the oath of allegiance to the county certification. Insight has its own county code so we can send to the county from Insight. Once the sub certification comes back, they need a tuberculosis screening at some point in that process, either the traditional TB test where they receive the TB shot and go back 24 hours later to see if it clears or not, or a chest x-ray is acceptable as well. Once they furnish those three things, then the state deems them acceptable to work in that capacity. Insight requires that they go through training with us where we have a classroom instructor teach them the basics of what they would do if there is no lesson plan left for you, what they will do if the students become disruptive, and how they handle traditional classrooms. We go through all of those training pieces with them and then we invite them to our global compliance network where we give them learn-as-you-go training modules. The state mandates 11 courses that they must take in their first year of employment. We certainly make sure that they take those 11 courses during their employment with us. Whenever there are updated required trainings, we push them out through the global compliance network. When they're completed, they receive a certification for their file and we have access to print that off at any point.

Comm. Irving: Thank you. Other questions please.

Comm. Martinez: I just want to make sure I get the percentage right. Did you say that 70% of the work staff actually comes from the town which they're servicing?

Mr. Walter: Yes. One thing that we pride ourselves on is just data collection and trying to look at the way that data shapes up as we build this program out. Many people think that you just kind of recruit a whole bunch of people and the chips will fall where they may and it fixes it. We really believe there is a systematic approach to building a substitute teacher program. We've looked at over 250 school districts up and down the East Coast and the same average number keeps coming back. About 70% of folks that work in a school district come from the town or neighboring towns of that school district.

Comm. Martinez: It's safe to say that would apply in this case as well?

Mr. Walter: Absolutely. We've looked at your district original population and many of them come from right here in Paterson or a neighboring town to them.

Comm. Irving: Thank you. Are there any other questions?

Comm. Hodges: I'd actually like a presentation before I vote on your contract. My question is for the Superintendent. I'm guessing we have 2,500 teachers. That's looking at a 12% absentee rate.

Mr. Walter: Keep in mind that includes paraprofessionals as well. The teaching staff, paraprofessionals, and some additional ones as well.

Comm. Hodges: Is that kind of high for the local area or about normal?

Ms. Shafer: I'm going to ask Luis to weigh in, but early on it's normal. Where we see a big jump is around the holidays and then in the middle of the winter.

Mr. Rojas: It's normal in the surrounding school districts. The tendency starts to drop or more absences occur obviously starting in the months that we don't have holidays all the way through the end of June.

Comm. Hodges: That's a rate that's commonplace throughout this region.

Mr. Rojas: Yes.

Comm. Hodges: The only reason I'm asking the question is due to the impact this may have on our students in terms of instruction. That's the issue. We go long stretches of time where we have substitutes in the classroom and that's problematic. If we're looking at a 12% rate with a substantial number of those positions being opened, that's an impact that we have to address. I was wondering whether there were any methods that we can employ to try to cut into that number. I understand that's standard.

Ms. Shafer: The good news is about a year ago we opened up with 60 or 70 vacancies. That will automatically start our kids off with a substitute in those classes. I'm going to go over this in my report, but we have 18 or 20 folks that resigned after September 1. We're holding them to 60 days so it gives us time now to get someone in place. We're also opening with so many less vacancies that our students aren't coming in to a substitute as was in the past. In addition to that, when we have long term absences for a physical illness or maternity leave we are putting in permanent substitutes as quickly as possible and that would be someone who is certified in the area.

Comm. Hodges: Would retirements factor into this absenteeism rate?

Ms. Shafer: Yes. As you know, many of them take their sick days prior to. You put the staff absentee rate along with the chronic absentee rate and you could have a child miss instruction a lot of days - between the teacher not being there and the student maybe not being there.

Comm. Hodges: My concern is we have a new curriculum in place that's going to need a lot of training. How do we craft an approach that takes into account? 12% is a hefty figure. What kinds of plans do we have to address that given the decreased funding and that number of teachers that may be out over the course of time? That's what I'm looking to get addressed. Not tonight, but in the future.

Comm. Irving: Thank you. Is there anything else from anyone? Thank you so much for the clarification. This information is really good for us to have. Thank you, Mr. Rojas, for facilitating the meeting. I appreciate it.

Mr. Walter: Thank you. We appreciate the opportunity.

#### **Discussion on Internal Audit Review of District Process for Student Registration and Transfers for August 2017**

Ms. Shafer: At this time, I'd like to ask Lisa Vainieri to come forward. We received an OFAC finding in central registration. This goes back to the Eastside High School issue

around athletics. There were three items that OFAC wanted us to address. Lisa is going to go over the corrective action plan.

Ms. Lisa Vainieri: Good evening, everyone. I'll go through each area one at a time. The first one was access to the Infinite Campus, which is now Power Schools. The program student registration module was not limited to appropriate current office of central registration staff members. Basically, the corrective action plan was created through MIS and Dr. Campbell along with myself to find a way that only people that are registrars during the year have access to that screen. Now that we switched to Power Schools he had to look into who has what rights and he had to assign people certain rights that can only do certain things. That has been completed in Power Schools so only registrars have access. We do have some people who work in registration during the evening hours during our busy time, which is now. They will have access during this period and when it's over I will email MIS to remove their access. They are currently people that work here in this building. They're not at the school registering. That's the first one. The second finding says the specific list of documents required for a student to transfer into the district were not consistent among various district sources. I just made them all consistent. Attachment number one with the SOP, we don't use that one anymore. That's old. That's gone. When Dr. Campbell came on, he and I met and we created attachment number seven, which replaced the first one. That one is no longer in existence. We added the word 'transcripts' to the district website. That was missing. For registration information the attachment five we updated as well. Checklist number six, which is what we use in registration, was updated to include the word '504.' Basically, we just made sure the website, the SOP, and the registration checklist all had the same exact documents needed. One was missing a 504 and various things. Now they're all consistent. Number three, the office of central registration does not follow up with schools to ensure that requested transcripts and other documents are received. The problem with transcripts is that school districts have over 10 days to release them. Students don't come to register with official transcripts. That's not the way it works. They come and then we request the transcripts. The schools do not release it. In New Jersey it's their way of not releasing a student from their system until they get a request, that way they know where that kid is going. We don't get that here. When they come to registration we fill out a transcript request form and we send it over. However, the parents are here for about a half hour to an hour from beginning to end. Most of the time, the school doesn't get it, reply, and give it back to us. We include that fax that we send over to the school in with the packet for the student to bring to the school and we don't mark off that there are transcripts. When the student gets to the school, they see that the transcripts aren't in here. They requested them and we're going to request them again. That's what all the high schools do in order to get transcripts. That's in the United States. If you're coming from out of the state, you have to come with something. You don't leave your state without documents saying what grade you were in and what your grades were. This is really in the United States. If you're coming from outside the United States, you have something that says what grade you're in. That's really not the problem because we don't request from other countries their documents. They already come with that. What we did to fix that is MIS is creating a box that registrars will check if we don't have transcripts. We will put a check in the box and then there will be a blank box for a date for them to enter. What happens is they don't come with transcripts and the registrar checks the box. They get to the school and it's the same process. They see that it's not requested. They request it and then when they get the transcripts, the high school counselors will then go in, uncheck the box, and put the date that they received the transcripts. Monthly Pete Affinito, the Director of Guidance, will run a report and see which counselors didn't get transcripts, who still has a checked box, and follow up in that. Sometimes it takes days or weeks. It depends on the school. Today we put a request in. The school is brand new. They don't have a fax machine. There

are so many reasons why people don't do it. If they come from a catholic school and they didn't pay their books, they don't want to release any transcripts. There are a million reasons why people don't send the transcripts right away and the school pushes on to get them. The reason is because you really don't know what grade and what subjects you've taken already. In order to schedule them, they really need to see that. Once they schedule them and then they receive the transcripts, sometimes they have to change the kid's schedule because they realize they took this already in summer school. It's a process that we put in place. There are checks and balances in the system. That's about it. Are there any questions?

Comm. Cleaves: So if a child is transferring from a catholic school and they owe back tuition or books, what do you do?

Ms. Vainieri: They do confirm the grade for us. We'll register them in that grade and then we send them to the school without the transcripts. The school usually haunts them for it. We can call the archdiocese because they have to give it to us. I can't think of an instance where they didn't wind up getting it, but the archdiocese will have to release them. The school will say no, but you can go to the archdiocese and they have to release it. They have to give you something.

Comm. Cleaves: Do you give them a timeframe?

Ms. Vainieri: I don't give the school a specific timeframe, but in this instance now that we have the check box it will be checked off. They will just get a regular schedule. They can maybe confirm the classes that they took over the phone. They will get some type of transcript eventually. This will put this into checks and balances to make sure that they are getting something. I'm not sure if Pete has another way of figuring out how they get from catholic schools if they don't pay. I know that they eventually will get them. I haven't seen an instance where they didn't get a transcript. They tell us when they come and see us, "We didn't pay something so we don't have this with us."

Comm. Hodges: Did we start registration yet?

Ms. Vainieri: Oh, yes.

Comm. Hodges: Do we have the same numbers of students? Or is it up or down from last year?

Ms. Vainieri: I don't have that exact number, but if I can guess off the top of my head, I'm going to say it's up. I'm going to say that there is a lot of transition between charters and us. They get accepted to charters and then they change their mind. They're not qualified for transportation and then they want to come back. That's how we spent our summer. We have to register for charters as well. We've registered hundreds of kids this summer in addition to our regular students. Our regular students that are in our schools don't register year after year. When they do leave us to go to charters then that's another registration that we have to do.

Comm. Hodges: Are you noticing a number of kids coming back?

Ms. Vainieri: From charters? I'm noticing they're registering and a month later they're back to the public schools here because they didn't qualify for transportation or one school gets out early on Friday. People just change their mind. It's an ongoing thing.

Comm. Hodges: This new approach is in place now.



Ms. Vainieri: Yes, except with the Power Schools. They're building it right now. We just met with the woman today. That's a custom page that has to be done. The Power Schools is doing that. There was a meeting today.

Comm. Hodges: Thank you.

### **College Acceptances**

Ms. Shafer: Back in June, the Board asked if they could have a report on college acceptances so Mr. Peter Affinito will come up and go over that report.

Mr. Peter Affinito: Good evening everyone. Just to piggyback on Lisa a little bit just to give you some clarification, a lot of times when we have a student that comes in without paperwork, depending on the child's age, we will right away make that child a freshman and the parents will usually complain and you'd be surprised how fast all of a sudden transcripts show up. Some of the tricks of the game! With the private schools you need an official document. This means that it's not alternate. Everybody thinks that an official document must be sealed. It doesn't really have to be sealed. Sometimes we will call up some of these catholic schools and we will talk real nice and say, "Just do me a favor and send me what the courses were so we can give Peter a schedule." You'd be surprised if you talk real nice how they will send us a transcript. It's from them to me or to the supervisor. That's official. Now we have it. This isn't the best way to do things, but we try to make sure that the parents don't find out because if they find out they will never pay the schools. We really try to keep everything confidential. There are ways to go around it to get the information. Are there times when we don't get it? Absolutely! We've met in committee with Mr. Cozart under Ms. Peron's direction and we've tried to come up with some ways to do things. If we can't get paperwork we will even test the students. We'll give them a couple of days. If they say they're supposed to be a sophomore we'll give them their freshman algebra I, English I, and world history. We will give them a final exam and if they get a passing grade of C we will give them credit. There are a lot of ways to get around it. We don't want you to think anybody is left out. The paperwork that I gave you there's a big thick one. We didn't make a lot of copies of that because we don't want to kill too many trees. We also were asked for where students had applied to college. That list was ridiculously long. There are just a couple of those passing around. That's a big thick one and there are two of them. You wanted to see where they also applied. We only went with a couple so that you could just share them. If you need them, we can have them emailed to you tomorrow. Not a problem. What we're doing here with our college situation is every year we say we have a new generation of parents. We're doing our best to win parents over. We have a very high population of children that are the first people in their family to graduate high school. We're trying to win over the parents. We're doing everything in our power. We're working with the transcript review conferences, which are helping. It's not only working with planning graduation. We're working to plan their future. We have college fairs. We're involved with a very big college fair that we do countywide up at William Paterson. This will be our 14<sup>th</sup> year that we're the major components in this fair. We have over 300 colleges and we like this college fair because there are students from other schools and neighbors around us. We like that our kids get there and we tell them look at what your competition is doing. Look at who they're going to listen to the questions that they're asking. This is your competition to get into college and when you get out of college to get a job. We're pretty proud of this one. Like anything else, it's hard to get them to come out at night. We've worked with Mr. McDowell's office. We have something that we call the parent university. We did that two years ago. It was a great success. We had other nights where we have coffee, donuts, and the whole bit

and nobody showed up. We made a nice packet and everything. We're doing everything in our power that way. Last year we even did a TV show that we're pretty proud of. I was the host. We had a great time with that. That's for the parents. As far as our students, transcript review and college fairs. We have made articulation agreements just for financial aid with United Way, William Paterson, and PCCC. Even if our children aren't going to them, they will come to us or the parents can go to them – because a lot of times the parents don't want anybody to know their information – and they will work with them to do all their financial aid paperwork. There is a fee waiver process that we have with the College Board. I would say conservatively about 95% of our students are taking two SAT's free. If they qualify for that they also qualify for four applications free. We're working on that process. We have the New Jersey STARS program with the top 15% of our students. A lot of kids are going to Passaic County Community College. Passaic County Community College is doing phenomenal work with us now. We have a grade articulation agreement with them. They go through New Jersey STARS and if they maintain a 3.0 grade average they can pretty much pick their school public and private in the State of New Jersey. As long as they maintain that 3.0 average just about everything will be paid for them. We do mock interviews. We have on average with our 12 major main high school campuses about 30-45 colleges in technical schools and the military, that come on campus for what we call onsite interviews. They will do onsite interviews. They will do college days where they will just sit by the cafeteria. They will put up all their little wares. They will hand out pens, pennants, and the whole bit just to let the kids see it. We've worked some things out. It seems like money is tough for everybody right now. Once a year we will get lucky with someone, like Ramapo, William Paterson, Montclair, or even Seton Hall, and they will supply some buses and we will try to take the kids who are really interested in those schools. We'll get them on a bus and get them there. The first paper that you got is our last five years. That's the five years that I've been here. The top numbers are the ones that we work with. That's pretty much the end of the junior year. These are the kids that we are working with. It doesn't match what the state has. Then you have the other two handouts. One is where the students were accepted to and where they are attending. Everyone should have gotten these two. They look alike. Just have to look at the top. One says 'attended' and one says 'accepted.' That's our situation. Are there any questions?

Comm. Redmon: You said there's a difference between the information the state has and what the district is using. What is the difference?

Mr. Affinito: We're probably off by maybe 50 kids or something like that. The state is using a cohort from when they were freshmen. We're going with what we used in the last year.

Comm. Redmon: So we're only using the junior and senior year?

Mr. Affinito: On this piece of paper, what I'm giving you. These are our current seniors.

Comm. Redmon: So we're not tracking them from the freshman year to the senior year.

Mr. Affinito: If they stay with us, yes. If they stay for four years, they're on this sheet.

Comm. Redmon: The next time we do this, can you please do a data sheet from the freshman year all the way to the senior year?

Mr. Affinito: We have that. We can get that to you.

Comm. Redmon: That would be better.

Mr. Affinito: That's the state report.

Comm. Redmon: Then we can see the correlation between both, their freshman and junior year.

Mr. Affinito: Absolutely.

Comm. Hodges: Thank you. I was going to say some of that. I appreciate that. First of all, I want to thank the Superintendent and her staff. As you know, this has been a constant refrain from me to have this data and more importantly, to have it in the hands of principals and guidance counselors. That's who really needs this information more than anybody else to reflect upon what this means in terms of attendance and acceptances. This is what we're putting out the door. We need to know that the product we're putting out the door is actually effective. I'm very heartened by this. I'm hopeful that the additional information that Comm. Redmon talked about will be forthcoming so that we can get a broader sense, particularly going a year or two into college, whether or not kids are able to stay there.

Mr. Affinito: We don't have that.

Comm. Hodges: I know. That's why I'm asking in addition to that. If the kids are able to stay there, then that means we're preparing them at a level that they can compete. As you know, the freshman year is a very difficult one. If we can get students to come back their sophomore year, that's a big thing. We need to know how well we're preparing students as we go forward. I want to thank you very much. This is one more off my checklist.

Mr. Affinito: Dr. Hodges, since I've been here I've always told you you're invited to my office. I've said that for the last four years.

Comm. Hodges: I know.

Mr. Affinito: I'll even buy you coffee.

Comm. Irving: I just want to say to all the staff that presented tonight, you all have been brief and precise and I appreciate that. These meetings are long and we all have stuff to do in our lives. I appreciate the fact that all of you are coming with information prepared. Everything you've shared is cogent, but also brevity is really appreciated. I just want to underscore that. Everything is precise and thorough.

### **Science Plan**

Ms. Shafer: Next is the science plan from Sarah Laldee.

Ms. Sarah Laldee: Good evening. We are going to talk about all things science for a bit this evening. We'll run the gamut. I'll be very tired by the end. Your eyes may be glazed over. Hopefully, I'll keep you captivated. We'll see how it goes. I have to begin by telling a story because I need to frame this for you. Last year as a part of guiding coalition we had to come up with an elevator pitch about a problem of practice that we were having. My elevator pitch was about the lack of equitable access to science in our district. My elevator pitch used a garden. I want you to imagine that we in curriculum and instruction are planting a garden. We cultivate wonderful crops that will nourish our

children's minds. However, we can spend tons of money on the best seeds, but if we don't tend the garden, we don't bear fruit.

\*Comm. Capers enters the meeting at 7:18 p.m.

Ms. Laldee: Science in our district has been like this for a really long time because we haven't tended our garden. In the last two years that I've been in this position I have been running around like a chicken with my head cut off attempting to tend this garden. It is a big garden. It has a lot of parts and it is not possible for one person to tend by themselves. I'm going to lead you through the different parts of the garden, the different issues that we are facing, and some of the solutions that we hope to implement in the hopes that with a better sense of the four corners of this garden and what is inside of it that we can work together to make it better for all of our kids. In terms of our current state of affairs, I have to tell you that I sat in our opening day of PD and science got mentioned. That was really exciting expect that what was said about science was that our scores are abysmal. As a person who takes doing good work very seriously, it pains me personally to have the work that I do associated with something that is so poor. I think that we really do have to investigate what are the reasons why the scores are so poor. There are a number of underlying factors that we need to discuss. The first is that our students in k-8 have insufficient opportunities to engage in science. Science classes are not scheduled often enough. They are under-scheduled and sometimes when it is on their schedule they are receiving instruction in another content area rather than science. Additionally, we lack sufficient staff to do the job that needs to be done in an efficient manner. I will talk more about that a little bit later. We also lack sufficient support for that instruction. As one person I cannot service 54 buildings in a way that means that I can move instruction forward. Lastly, we do have subpar classroom and laboratory facilities. We'll talk more about that a little bit later as well. All that being said, our students are ready to engage in science, beginning when we receive them in pre-k. Whether they can read or not or hold a pencil or not, they are ready to engage in scientific inquiry. Through that scientific inquiry they will begin to develop and utilize their literacy skills, critical thinking skills, and their computational skills. Our students are ready. I have seen this across the board in every place where I've engaged with students prior to being supervisor of science. I ran after school programs with students from Newcomers, School No. 28 before it as Gifted & Talented, School No. 2, Alexander Hamilton, and the Gifted Academy. In all of those settings, students who had access to hands-on inquiry-based science excelled. So we know that it can be done and not only by our best and brightest. We have to make a decision to choose the right driver in this. There's a great book by Michael Fullen that's about the principalship that talks about how part of our problem in the United States is that we focus on the wrong drivers. I'm going to suggest to us that by focusing on the science achievement scores we're not focusing on the right driver. The scores are terrible. That's true. However, what is going to make our scores become better is a belief that we are educating future scientists. Even if they're not going to be scientists, they are going to be educated global citizens prepared to make good decisions based on a sound science instructional foundation. We have to build capacity. We must build the capacity of our students, staff, administrators to support that, and of our facilities. At each grade level band there are some things that we can do. There are some things that we can do right now and there are other things that will require time, effort, and money. I'm going to begin by talking about k-8. We have invested a significant amount of money in k-8 in FOSS, Full Options Systems Science. It's a comprehensive set of materials, which include some curricula, that uses inquiry-based best practice research-based science. However, we can buy 1,000 kits but if they're not being implemented and maintained properly then they are not really worth their weight in the seeds that they contain. The first nice thing about FOSS is that it supports literacy instruction.

Note-booking is used throughout FOSS. Students beginning in kindergarten develop the habit of using an investigative notebook. It is open-ended inquiry so there's a lot of room for students to develop their own questioning and follow their line of questioning. It is focused on real world problems. I'd like to say that elementary school science is where the rubber meets the road because students are using their literacy, mathematical, computational, and critical thinking skills when they are engaging in inquiry-based science. So to say that we don't have time for science because we need to do literacy and math robs students of the opportunity to apply those skills in a meaningful way. Let's talk about primary. In the primary grades we have a couple of challenges. I apologize for the fact that this is so small, but I will talk it through. There's insufficient time in the schedule. The state is suggesting 160 minutes per cycle. That would be four times in a six-day cycle. In the audit that we did last year very few schools were offering it that often. Most k-5 schools were offering it somewhere between two and three and we did see a few places that were only offering it once. We do have limited instructional support. I'm the only supervisor that services all of our elementary schools. We also have a perception problem. There is a belief structure out there that believes that science is secondary to ELA and math. That has a lot to do with testing and evaluation. I understand that for the sake of principals and teachers who are evaluated based on ELA and math scores that it's challenging for them to have the faith that concentrating on another subject is going to bear fruit for them. But there's a lot of empirical research based evidence that it actually does. Lastly, at the primary level we are not doing a very good job of integrating thematically across content. We are very siloed and that is not the best way to teach at the primary level. Some solutions that we've been looking at – we have been working with the unit superintendents and principals to begin to ensure that science is scheduled appropriately where it's possible. We are in the process of interviewing two teacher coordinators of science. One of them will focus on k-2 and they will be providing instructional support and PLCs. We also have been working at some systematic PD for teachers. The first set of professional development that we did for administrators during the superintendent's week for teachers during this week has been around our engineering units, which are tied heavily to literacy. So we've been really trying to bring home this idea that when you do one you're doing the other. You're giving children an opportunity to practice these skills. Lastly, we need to continue to support opportunities to develop thematic units where we can. There has been some work that has been happening on that in second grade and there will be more that's happening in first grade this year. We're partnering on an NSF grant with New Jersey Audubon, which hopefully will mean that we will be able to spread that across k-5 at no cost to the district. At upper elementary and middle school, some of the challenges are similar. We don't have enough time either. Going up through fifth grade we should have 160 minutes. At middle school we should have 240. That's every day for 40 minutes. In a lot of places that is impossible because of the next bullet, which is that we don't have enough teaching staff. We have middle school teachers who are teaching anywhere from fifth to eighth, fourth to eighth, or sixth to eighth. Depending upon the size of the school that can mean upwards of 150 to 200 students and they're prepping three, four, five, six subjects. That's not good. No one can do a good job under those circumstances. I know. I had to do it. My last year in the classroom I had 225 students with one prep a day with an elementary school schedule. It doesn't work. We also have limited instructional support because I am still the only supervisor available to those teachers and we have a lack of appropriate instructional space for them. When I say this, I want to be clear that by instructional space I'm very particular in not using the word 'laboratory' because I think at k-8, even in the middle school, you can engage in high quality science without it being in a laboratory setting. You don't have to have a lab. However, you do need to have a flexible space that allows you to do the things that you need to do, including having water. I will show you an example of one of those spaces

in a second. One solution is working with the unit superintendents and principals about scheduling. We do desperately need to hire additional staff. If things go the way that we all hope in terms of the return of some funds to us later on down the line as we move into a different paradigm, it should be a priority for us to hire additional science teachers at the upper elementary level. We will have a teacher coordinator that will be dedicated to them as well. We are still working with that systematic PD and we do need to develop flexible lab spaces. Here's a picture of the kind of space that I'm considering. These are tables that are on casters. They can roll around. There is a water and gas supply. It's in this thing up in the ceiling. That's nice, but you don't have to have it. We're not using gas in elementary school. We don't need to use gas in elementary school to do the things that we need to do. We do need water. That's nice and fancy that water can come from the ceiling, but it doesn't have to. However, this still gives you a sense of the flexibility of this room to be able to be in rows when you need to, be in groups when you need to, and be on the floor when you need to. Our biggest challenge in high school is that we lack sufficient certificated staff, especially for our physical science courses. We do have lab facility issues. We also have an issue related to staffing about electives and advanced courses. There is a real inequality and unevenness in where dual enrollment and AP courses are being offered. We have some schools that are offering a lot and some that are offering none. Some of that is strictly about funding. Rosa Parks can't afford another teacher. Because they can't afford another teacher, all they can offer are core science courses. That's a sad thing for those students, most of whom are intending to go on to four-year colleges if we look at our data around where students from Rosa Parks go to school. They don't end up ready and that's not fair to them. We additionally have some very uneven implementation of our new NJSS aligned curriculum. We have some work to do. Solutions – we have to develop a recruitment plan and collaborate with university partners to make that happen. We have one such partner right now. We need more. We need to be actively pursuing students who want to teach science, even if it's just for a while, and who are passionate about urban education and get them to come in and teach our kids and convince them to stay. We need to provide a pathway to certification for the staff that we currently have. We have many biology certified people who have almost enough credits for an earth science certification and physical science or chemistry certification. We need to partner with the university and find a way to make that possible and have them sign a document that says that they have to stay for a while and continue to work with us and not run away with their PSI certification, like what happened a couple of years ago. We have to adhere to the facilities action plan that we're creating. My department met with the Deputy Superintendent, Mr. Cozart, and facilities last week. We reviewed the preliminary reports about what work needs to be done, and developed an action plan around what order we need to address the problems we're facing. You all will have copies of that shortly. We're just waiting to put in work orders right now. We must hire additional staff to support elective course offerings. I encourage us to think that we don't necessarily have to hire full-time people. There are lots of districts that hire part-time science teaching staff, people who are at the end of their careers and don't want to work full-time anymore but would be happy to come out and teach one or two chemistry courses. We have places that could use just a half-time person. We need to think about some alternatives to a traditional full-time position. Lastly, we have to offer additional training and support for our high school teachers and chairs. We have the benefit of having high school chairs. They need to support the instruction that we are offering that is aligned with the new standards and that are instructionally sound. The way to make that happen is to include them in the training that teachers are receiving from our partners like Stevens. At this point, I think it's really important to read you these two quotes. There's a great book called *“Reimagining the Science Department”* about high school in particular, but it applies to all of science. “If we teach science how we were taught, then the only students that we

would reach would be those like us, the ones who get it - the ones who have been visible to you because you were one of them.” “Science may be respected by mainstream society, yet it is increasingly seen as an inappropriate career choice for students. Too many of our students drop out of science by the end of tenth grade and in doing so eliminate science related college and apprenticeship programs as potential future employment opportunities.” We can't afford to lose kids in freshman year. The course work that we developed for freshmen in environment science very intentionally is trying to hook them back in and keep them hooked in. Now we just have to make sure that our teachers are well-trained to provide it and that they have the resources that they need to do it. I think it's important for us to remember that it's not just what happens at the schools, but also what happens here that builds the support structure that allows for a sustainable high-functioning program. We don't have enough staff to support instruction, because I'm it. Even when we have two teacher coordinators, that still will not be enough because that still means one person being responsible for over 250 teachers. There are 550 teachers teaching science in elementary school. We need at least four. That way we can at least have a teacher coordinator per unit. Other districts our size who are committed, like Oakland, California, that's what they're doing. We also don't have enough staff to support major grant writing or recruitment efforts. I can't possibly write NSF grants, which is like writing a thesis, and there are three that we would be eligible for right now, but they are due November 6. There's no way that I can run 18 PD sessions, which is what's going to happen between today and tomorrow for all of our science teachers, and do all the rest of the things that need to happen for school to open and write three NSF grant proposals, and arrange with universities to do recruitment efforts. We can do these things, but we need to have dedicated staff to make that happen. I need you to know that the only reason that those 18 sessions are going to happen tomorrow is because there are 16 teachers. Only two of those sessions are being led by somebody from the outside from Stevens. All of the rest of them are being led by our staff. There are 16 teachers who gave of their time to help prepare those trainings and are helping to run those trainings because of how committed they are to science. We have great teachers and they don't get told that often enough.

Comm. Hodges: Don't repeat that because we have somebody in the back that might use that information incorrectly.

Ms. Laldee: To that end, in terms of capacity building we have to continue to cultivate strong teacher leaders. We have teachers who want to lead. They want to engage in teaching each other. They want to learn from each other. We have teachers who are presenting at the NSTA regional conferences in both Baltimore and New Orleans about our summer program as well as our program with second grade integrated learning. Two of us are getting to go to Puerto Rico to the North American Association of Environmental Educators Conference because of her application about the work that we have been doing. We also have to provide leadership opportunities onsite. Leading PD is great. I would also really like to see us have lead teachers at each school, which is another thing that Oakland is doing. There's a teacher who's identified at every elementary school. That teacher receives a tiny stipend. In return for that stipend, they organization the STEM expo at their building, the family STEM night that happens at some point during the year, and they're responsible for the maintenance of the FOSS kits in their building. That person has something wonderful to put on their resume. They have an intermediary role and we know that we have folks we can depend on in every building. We need to continue to cultivate community and university partnerships. We have lots of people who write us into grants, but they write us into grants. They don't necessarily do what we need to do. They do what they need to do so that they can maintain jobs and do their research. We have universities who want to partner with

us on writing grants. Stevens is one of them. CIESE is very pleased with the direction that we're moving in and they want to work with us. NJ Audubon also really wants to work with us. We have to strike while the iron is hot and get writing with them. They can also provide us with technical support as well as teacher training. They can help with recruitment and it can help us send students to them. When I went to Stevens to visit recently while I was on vacation I went to see their college of arts and science, which I didn't even know existed. They have a music lab there and they have students who are in the school of arts and science who are developing music videos using computer animation. We have students that would love to do that. They have a summer program. It's residential. It's three weeks long. They offer full scholarships. We're sending students there next year. We also need to continue to cultivate strong instructional practices. We have to develop coaching tools. We have to develop PLCs. We need additional instructional coaches to help make that happen. That will also help build a sustainable department structure. I woke up one day in June. We had a death in the family. I was going to have to go away and leave the county for a week and I went, "Oh, my gosh! I don't have anybody to delegate these five things to. How in the world are they going to get done?" That's not sustainable. I don't want to get hit by a truck and have nobody know what to do next. We have to continue to execute and improve our facilities. There are both short-term and long-term things that have to happen. We have to recruit, hire, and retain dedicated teaching staff. The retention is really important. We turned over two-thirds of our middle school last year. I started the year with 20 new middle school teachers. We kept 15 of them. That's good, but I'll need to keep them for another five years in order for the work that we do to really bear fruit. We have to continue to develop relationship and support teachers. That is all. Do you have any questions for me?

Comm. Hodges: What's the overall price tag?

Ms. Laldee: We don't have a price tag yet. For facilities we are waiting. We have an inspection of all our fume hoods that's happening. As soon as that happens we know what we need to fix. We know where we need new ones already. Once we get those two things together, we know what we have to spend on that. The inventory from the science high school supervisors is coming back to us so that we know whether we have equitable distribution of materials. If we don't, then we know what we need to do. I've now spent the bulk of the money that I need to spend in k-8 to get them up to par. They have more things than they know what to do with. They're swimming in science supplies now. Now we can dedicate the funding to ensure that we do what we need to do at the high school.

Comm. Hodges: From listening to you it's clear the number of teachers and the number of staff in central office has to somehow increase. There are still issues with facilities. Though you don't need labs in elementary school, they're helpful. It would be nice to have it. I guess you're going to have to develop a priority list with some gradations of funding requests so that we can then scream at the Superintendent and make her day almost as good as it was this afternoon in terms of trying to establish priorities so we can work our way through this. I'd be very interested to see what that approach looks like. What do we go after first? Are there some grant writers? That's something that's districtwide. We really need to take a long look at it. There's money out there, even though Betsy DeVos is busy. Grant writers are going to be useful in a number of areas. At some point, in my humble opinion, we're going to need to marry science with engineering. We're not there yet in terms of having a sufficient engineering staff that can address the needs...

Ms. Laldee: You mean a STEM department?



Comm. Hodges: I didn't want to go that far because that means math too and god help us. You're going to need to do that and a STEM department actually sends a very interesting message to certain people. I think we're going to have to put together some sort of plan or approach to address this with either phasing in or stages. I'd like to see that move forward as soon as possible. The half-day teachers are very interesting. We can also partner with other schools along those lines. We can also do something in terms of colleges. I'm very excited about that possibility. I really am interested in having the principals be brought up to speed as to the necessity to actually follow through with the total curriculum. I know they have some challenges in their buildings for a variety of reasons.

Ms. Laldee: The training that we did last week was very successful. We got really good feedback. People really made the connection and that was a wonderful thing to see happen.

Comm. Hodges: Good. I'll stop there. Grant writing is very interesting to me, along with the half-day teachers and that priority list. Thank you.

Comm. Irving: I agree with Dr. Hodges. I think this is more a report than a plan. You just gave us the status of science in our district. It's comprehensive and great. The next step is to come back and say here is how we can make this happen, here is what we need, and here is what it will cost. It's then the Superintendent's job to say here is what we can do now, here is what we can do tomorrow, and here is what we can do next year. It gets to this conversation that I know you've had for a while about us having very intelligent conversations about the sciences.

Comm. Hodges: And engineering.

Comm. Irving: It all connects together. Just the methodological process of getting kids to think critically and come up with a hypothesis to conduct a study, the scientific method itself is a critical analysis method. You're teaching kids how to think critically and do problem-solving. Those skills are transferable, not just to science, but also to math, reading, and literacy. I think those are very important transferable skills that need to be discussed. That needs to be the next step for where we're going.

Comm. Martinez: I just wanted to say thank you and I feel and love your passion. Echoing what both Dr. Irving and Dr. Hodges said, I'm really intrigued by the notion of bringing in the half-day adjunct science teachers. Is there a pool of teachers? Where do we actually go to recruit those folks? Maybe that speaks to what Chris was saying as far as coming back with a plan. Where do we find these folks to bring them on?

Ms. Laldee: There are folks who are adjunct professors at all of our local universities who potentially do this as a part-time gig. There are lots of school districts. If you go and search the science listings you will often find that there will be half-time, especially at the high school level. There is definitely a pool from which to draw. We want them to be good. Having the pool and having good members of the pool are two different things. There's a place to begin.

Comm. Irving: There are also people who are retired who may be looking for a way to supplement their income, but can't make a certain amount depending on their pension who might be willing to teach a course or two. I think it's a really awesome idea to explore.

Comm. Castillo: I just wanted to commend Sarah and the entire team. I think they've done a phenomenal job because one thing is to come and give a report, but everyone in I&P takes out of their daily lives and their own personal time to figure out ways in which they can help our kids. I think that's commendable. I'm so excited to work with them. I also have a request for the Superintendent and Deputy. She needs help. She's crying out for help and she's been crying out for a long time. I think it's part of the entire team to support her in her endeavors and make this come across. Whatever it is that I can do, I'll be there. You have a phenomenal team working for our students led by Susie and everyone else. We can see that with all the resolutions coming up as well. It's vacation time, weekend time, and nights that they take to come up with more information and resources for our students. That's something that we don't thank them enough for as well.

Comm. Hodges: In keeping with the best for last, you can develop a consortium in being the ones who put together a plan throughout the district in the region or wherever and start that going. It will benefit us immensely. I would also open the door for us returning to the National Board Certification teacher's program. I don't know why we gave that away. It gave us first crack at some of the better teachers in the region, at least motivated. I can't say they're better, but more motivated teachers. They were here. We were developing that program here. It costs us next to nothing, except paying for lunch or whatever it is. We get those people trained and seeing how good it is to teach in the City of Paterson. I think the idea of developing a consortium and opening it up to other constituent districts to share this group of people would be great for us. We would have a best shot at filling those requirements. We can do it not just in science, but in math and engineering.

Comm. Redmon: I think the most intriguing part is the consulting part. I think each district is looking for dollars. Maybe that would be a better way to relive some of the stress from you to try to hurry up and write grants and look out for other resources. We need to really develop some kind of program that will look for consultants, be it money-wise or program-wise.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Ms. Shafer: We are passing out the Superintendent's notes for this week. We're also passing out the most updated Great Falls at School No. 11. I will say that we opened today for staff and we are ready to open for students on Thursday. We do have a couple of facility issues that I just want to share. As everyone knows, there was a flood at Silk City Academy and the cafeteria has now been gutted. There is new flooring being put in as well as walls in the kitchen area. We're hoping that the students will be able to eat in the cafeteria, but we will not be able to serve the food. We will have to bring the food in. We will give you more of an update as we get a little closer perhaps tomorrow. There is a big possibility that they will be able to eat in the cafeteria. School No. 10 had a roof leak and water damage to the gym floor. It required it to be fixed. When they went to fix the floor, it became a mold abatement project and they needed a whole new floor to the tune of \$100,000. We're looking for that money and the floor right now cannot be used. We will keep you updated on that project as well.

Comm. Hodges: Is there not insurance of any kind that can mitigate some of that?

Ms. Shafer: Our deductible is \$50,000.

Mr. Steve Morlino: The deductible is \$50,000 and the mold is not covered under our current policy. The cause of it was a roof leak due to deferred maintenance on the part of getting funding through the SDA to accomplish that.

Comm. Hodges: The SDA said they would only do emergent projects that cost more than \$500,000. That's the figure. But they have done roof projects...

Mr. Morlino: They haven't mentioned that figure in quite a while.

Comm. Hodges: Okay. They've come down from that? Where are they?

Mr. Morlino: They've done nothing. Again, this goes back to the 77 emergent projects that were submitted and zero of them were funded.

Comm. Hodges: I'll speak to you another time.

Ms. Shafer: This afternoon we conducted walks through Great Falls. We had present with us some union members, Comm. Cleaves, Comm. Hodges, Comm. Capers, Councilman Velez, Jeff Jones, Marcella Simadiris, our staff from facilities, our security executive director, myself, Assistant Superintendent Ms. Diodonet, Terry Corallo, as well as Jay and Joe. We did the walkthrough. There were many updates, as you can see on the chart that we passed out. Everybody was pleased with the facility. The issue about security in the corridor on Market Street came up. As a result, we have a meeting scheduled tomorrow morning at 9:00 with Director Speziale, the Sheriff's Department, our own security folks, the security from Great Falls Academy, the principal, as well as the Vice President of the Board, to talk to them about a safe corridor on Market Street. I will keep you posted on the progress. I did talk to Director Speziale and he will be at the meeting and has committed to help us as much as he possibly can. I don't know if any Board members want to comment on School No. 11 Great Falls Academy.

Comm. Capers: I just want to give a big thumbs-up to you and your staff for all the hard work you did in the last month or so and for all the blood, sweat, and tears that went in so school can get opened. We did walk into the school and it was a breath of fresh air with the change of color and scenery. I do just want to thank you for taking this project on and making it a priority. I know there is still some work that needs to be done in the school, but I was happy with it and I just want to say good job to you and your staff again.

Ms. Shafer: Thank you.

Comm. Hodges: I thought it was a restive tour. I think what's helpful about this afternoon is getting the community engaged for whatever may have been the thoughts of certain people. Having an open-door approach to these issues and addressing these concerns is extremely important. I'm very happy that took place. I'll let you finish your report because that was a good exchange. The school has changed significantly. I'm hoping all the rest of the things that are remaining get completed and we try to get back and see what else is going on.

Ms. Shafer: Thank you. As a top priority now we are looking to continue at Great Falls to ensure that the students are safe on that Market Street corridor. Like I said, we will meet tomorrow and I will keep you updated on that. But I do think that will work out based on the individuals that I spoke to today. There is still some work to be done. Steve and his crew and Jimmy and his crew still have some work that needs to be done.

with cameras and some other issues. They're finishing the labs as we speak. Then we will look and put on the table to make one of the rooms a science lab. That's just a quick update, but we did see a significant amount of progress and I want to just thank those folks who have been there. Steve has been there every day in and out trying to make sure to stay on top of it as well as the Assistant Superintendent Sandra Diodonet. Like I said earlier, the schools all have staff as well as student schedules. Power Schools continues to have training. I think we will be able to open smoothly on Thursday as it relates to schedules. At School No. 3 the parents came to us with a petition about their cafeteria. I don't know if anyone is familiar with the cafeteria, but School No. 3 has half a classroom as a gymnasium and another half as the cafeteria. Jim and Steve have been working together on this. They dismantled the whole thing. It's going to be a new cafeteria. It's going to have a serving line. It's going to have a separate place for the students to eat. It's going to have a working kitchen. We hope that by September 15 that will all be complete and we will have a ribbon-cutting ceremony for the parents because they did bring that to our attention. On Thursday and Friday central office staff for the next 10 days will be assigned to a school to see where they can help and assist the principals as we open up. On Thursday, if anyone is interested, at 8:00 staff will be out there doing high-fives for all of our students as they return to school. At the end of Thursday and Friday we will be meeting as a team to discuss any issues that happened during the first two days so that we can get them resolved as quickly as possible. We have a form that principals are going to be submitting to their assistant superintendents as well as all of us being out in schools and coming back to discuss what we saw and what we need to improve on. As of today, we have nine vacancies and we have three in process, which would bring us down to six. Resignations and retirements after August 1 are at 18. Retirements and resignations after September 1 are at 18 and we're holding those staff 60 days. Out of the 35 new positions, 19 are vacant. We continue to move towards filling all of our vacancies and holding folks for the 60 days so we have less substitutes for the students on Thursday. Today, along with the union president and vice president, I met with the child study teams and talked about any issues and concerns that they have. It lasted about an hour and forty-five minutes. I'm now going to take those issues and concerns and put them into short-term and long-term solutions. Then we will be getting back to the child study team members probably before the holiday to give them the feedback. Then we also developed with the union a special education advisory committee. We will have four members on the district side. They will have four members from the union membership side. We will meet monthly and talk about the issues and begin to resolve them. It was very clear to me that the union agrees that we need to work together in order for us to resolve these special education issues on behalf of the students and be able to move forward. You'll hear more about that as we work through the process. In addition, I did hand out the Superintendent notes for this week and also the School No. 11 update. That concludes my report.

Comm. Cleaves: Thank you for continuing to send us your Superintendent notes also by email. They're very helpful and it helps us also when we come here if we have additional questions or concerns to things that we may hear after we get your notes that we can bring to your attention. Thank you for keeping us abreast as well.

Comm. Hodges: As I said this afternoon, I am concerned about the labs in the high schools. Even though Ms. Laldee has said it's less of a concern at the elementary schools, it is still a concern. I'm very interested in seeing where we are with the labs. Can we have some sort of spreadsheet or something that will show us that we are complete? Not just the physical nature, but also the equipment and the tools. That's what we weren't sure about. There have been schools that have great labs, but no

chemicals or tools and things like that. We need to make sure that everything is in place so that nobody has any reason not to provide the services they need.

Ms. Shafer: Just so you know, we have Assistant Superintendent Cozart, Steve Morlino, and Sarah all working on putting an inventory together. It goes from chemicals to hoods to gas to water. You will have all of that by school and by room.

Comm. Hodges: Good. You said that there were nine vacancies today, but you have 19 in addition?

Ms. Shafer: At the last Board meeting we gave you three numbers and one was true vacancies. That's vacancies that we had throughout the year. That number right now is down to nine and we have three in the hopper. As of tomorrow, that number of nine will go down to six. Then we also gave you the 35 new positions which came from the \$4.3 million. There were 35 and 19 are vacant. We filled 16 of those and 19 are vacant. Then we have 18 resignations and retirements after September 1. We're holding those staff to 60 days.

Comm. Hodges: So essentially you have 25 vacancies.

Ms. Shafer: Yes.

Comm. Hodges: What about the science and math teachers of that group here?

Ms. Shafer: Luis, do you have that?

Comm. Hodges: Those are the real concerning ones for obvious reasons. Bilingual teachers and the other one is special education. Obviously, once the school year starts it will be very hard to get those people, or the people that you want.

Ms. Shafer: He does have the list.

Mr. Rojas: One of the six that Eileen mentioned for tomorrow out of the original nine that we have is at SET. We're just waiting on the pending New Jersey certification for the individual that we're hiring. The one vacancy that we had originally from the original 12 was one science vacancy at SET and we're just pending a certification for an individual who we did not renew at the end of the school year. We have someone to replace that position. We're just waiting on the certification to be issued.

Comm. Hodges: I don't want to hold up anything. I know they're going to be going after shades in that particular building. It's also a good idea and a cheaper solution for all the other buildings in the district where you don't have air conditioning. I know School No. 18 has a northern face. The earlier you can get those shades it would be very helpful. I think School No. 18 has a southern exposure. So if you don't have those windows you can fry.

## **PUBLIC COMMENTS AND SPECIAL SESSION ON POLICY FOR SECOND READING**

**It was moved by Comm. Martinez, seconded by Comm. Cleaves 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 want to remind everyone of the three-minute time limit. When you hear the bell, please move on.

Ms. Rosie Grant: Good evening, Mr. President, Board members, Mme. Superintendent, staff, and community. I was pleased to hear the reports, not because everything is wonderful, because we've heard that time and time again, but I'm pleased to see that we're facing our challenges and we're looking for solutions. We're assessing some possibilities and thinking outside the box. That is truly refreshing. I think that will benefit us as we try to improve outcomes for Paterson Public School students. Ms. Laldee's report was fascinating to me because we've been working with her for a while. She actually started our girls program more than 10 years ago. I wanted to report today that our boys program, which is modeled after the girls' program, has been studying the planets, the environment and the effects of pollution, and doing STEAM work. They went to Kansas City to see the total solar eclipse and I have a fascinating report from them that we're working on. Do watch for that. You can see pictures on Facebook at [mothgoestokansascitysolareclipse](https://www.facebook.com/mothgoestokansascitysolareclipse). It's something for you to look forward to. I'm really excited about the work that some of our kids are doing. Mme. Superintendent mentioned we've put out alerts to the community for people to go out to all the schools. Thank you for inviting all the principals to participate. Please do pick your school and go on Thursday morning between 8:00 and 8:20 and welcome our kids back to the new school year. By the way, welcome to all of us to the new year. I want to request a copy of the reports that were shared today. I do want to mention that as we look for funding PEF has enjoyed a fiscal agency relationship with the district for many years. We stand ready to continue to do that, but we do need to put that paperwork in place. Your fiscal lead is not here because it's the public portion, but I am asking that the Board considers renewing that in the event that we miss out on available grant opportunities. Thank you so much and I hope we all enjoy a good school year, most particularly our students.

Ms. Marcella Simadiris: Praise the Lord, everybody. I really just want to give thanks for the science department because I often come up here and watch reports and it's quite frustrating because they don't mirror my reality. It's not always easy to come up to the microphone and speak truth to power. I really appreciate that and I want to take time to say that. I also appreciate the focus on equitable access. It doesn't seem many people always focus on that and I just want to point out that if we looked into it I'm sure there would be a correlation between equitable access and the RAC category. So if you were a Priority School you probably have less access to science because their focus is on your math and language arts. They're more focused on testing you on standards, as opposed to providing you with opportunities to apply the standards, just like what was mentioned in the presentation. I think one of the biggest contributing factors or impacting pieces within our district is the instructional model, which gives you some recommendations of times. If you look over all those recommendations it's pretty much mathematically impassable. It puts asterisks next to English and math to indicate that they have an 80-90 minute block requirement. That's according to the district, but it fails to acknowledge the actual state requirement of 150 minutes of physical education. The curriculum department can maybe adjust that so it reflects the only requirement set forth by the State of New Jersey for mandated time, which is physical education. It could indicate that is required. That would be awesome. Also, I'm waiting on the response with regards to why the children enrolled in Prospect Park Public Schools were allowed to apply to G&T. I'd still like to understand how that happens. I was wondering if we could possibly explore having a presentation on the performing arts program at School No. 24 similar to what was done with G&T. I just want to make sure that we're pouring into that program as much as we're pouring into the G&T program. Again, we want equitable access. We're not going to focus just on one type of gifted child. We're going

to focus on all our gifted children. So if we could maybe start exploring the presentation on that, it would be great. Thank you.

Mr. Corey Teague: Good evening members of the Board and Mr. President. Ms. Shafer, I wanted to bring this to your attention and the Board's attention. For the last 10 months I've been working with an organization in Brooklyn, NY that has been promoting the raw food or plant based diets within the school system. They also have home schooling, which is too complicated to deal with. They want to present their program to Paterson Public Schools. They're not going to charge the district anything. They would be willing to fund it and you provide the foods and supplies. I know right now it's extremely too busy. We're just getting ready to get school started again. But as soon as you have some free time, and it's all on your time, I'd like to bring them to Paterson so that they can sit with you and go over their program, what they want to do for the district, and also come before the Board. Like I said, it's not going to cost the district a dime. It's not going to cost us any money at all. It's just a program that they want to institute. Just thinking out the box, maybe if there are one or two schools that could be like a pilot program to see how it works or if there are any changes in the behavior activity of the students, especially with special needs students. Maybe we can try it there to see what happens. I know that I've switched my daughter a little bit into a more plant-based diet as well as my son and I've noticed significant changes with concentration and things of that nature. Again, when you have time, I want to bring them here so you can speak to them. I was also impressed with the science supervisor's presentation tonight with her direct conversation about what's going on and hitting the issues head-on. I'm really looking forward to this school year. I'm very encouraged by you, Ms. Shafer, and what you have already done and presented. You know me. I'm not one for compliments, but I'm really impressed with what you're doing. I wish you were the Superintendent a long time ago, to be quite frank. To the Board members, I know there are a lot of folks who come before you who have never sat in those seats before. So when they make comments and suggestions it's very easy to say you've never had to sit here and you've never had to do it. I was actually there. When I come to you, I'm coming to you as a former colleague and someone who sat there. I know the sacrifices you make. I know the fact that you don't get paid. I know the time that you take away from your families. I went through all of that. When I come before you, I'm not coming as someone who is not experienced with you. I know what goes on up there. So when I make a statement it may be harsh sometimes, but it's all out of love and concern for the community, for you, and most importantly for our children. That's something you have to get used to. I'm not here for any benefit of my own. I have two children that are in the school system and anything that I do and say I want to make sure that they're taken care of as well as all the other children. Rightfully so, I could be one of those parents that say they're just going to take care of their kids and don't worry about the rest. I can't do that. My heart won't let me do that. I made the commitment to fight for the community and I'm going to continue to do that. I hope that we both hold each other accountable. You come to me, I come to you, and we work together and make this work. Have a good evening.

**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.**

Ms. Shafer: I just want Deputy Susana Peron to respond about the G&T issue.

Ms. Peron: Good evening everyone. In terms of the issue and the situation that was brought up, there were five students that were tested this past year in Gifted & Talented. As a process, the parents can apply for it. Three of them attended a private school, but

they all resided in Paterson. One student was an out-of-state student, but their parents moved to Paterson and had them finish off the one year out of state, but wanted them to attend G&T and had them tested. The last student, without sharing too much information, resides with two people who share custody. One lives in Paterson. Of the five, only one was accepted because they met all of the criteria, but I assure you that the students who attend G&T are Paterson residents.

Comm. Irving: Thank you. Is there anything else?

Comm. Hodges: The International Baccalaureate program is opening in September. Are those primarily Paterson students?

Ms. Peron: Yes.

Comm. Hodges: How do we determine the eligibility of those students?

Ms. Peron: I have my International Baccalaureate coordinator here with us, Kate Forfia. She can just very briefly go through the process. It's very similar to G&T.

Comm. Hodges: I'm sorry there wasn't more of a conversation on that because that's good news for us. There are people who don't always have an opportunity to give us good news.

Ms. Kate Forfia: Good evening everyone. The process for applying to IB is actually quite simple. In December of every year I meet with all of the guidance counselors that serve eighth grade students and they are given an application. I then visit each of the eighth grade schools and present for those students inviting them to apply. We only accept applications from students who are Paterson Public School students. Then a committee of teachers and administrators at International and district level administrators go over all of the applications and we send a letter inviting every student that applies to come and interview. Then going over scores, interviews, essays, and parent questionnaires we use these multiple measures and then create a list of students that are accepted. This past year we accepted 53 students to IB. That is more than we have ever accepted and we hope to accept even more next year. Ultimately the goal is within five years to have International High School be 100% IB.

Ms. Shafer: Let me also say that in late September we will have a ribbon-cutting ceremony at the International Baccalaureate. We will let you know when that is, the date and the time. Terry, do you have the date?

Ms. Terry Corallo: Wednesday, September 27 will be the ribbon-cutting. I'm waiting to hear back on the time, but it will be a morning program around 10:00.

Comm. Capers: For the ribbon-cutting, can we have cake as well? That's my birthday.

Ms. Corallo: I'll bring you a cupcake.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:**

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills and claims for the month of August 2017, beginning with check number 206561 and ending with check number 207017, in the amount of \$17,785,538.00, and bills and claims dated August 31, 2017, beginning with



vendor number 4000099 and ending with vendor number 4000502A, in the amount of \$12,288,929.19; and

BE IT RESOLVED, that each claim or demand has been fully itemized verified, 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. Hodges who voted no. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

#### Comm. Capers

- 4<sup>th</sup> 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
Beatriz Quiroz	21 <sup>st</sup> Century Grant: New Grantee Orientation Day 1	September 12, 2017	\$60.76 (transportation)
Special Funding Program Advisor/ Academic Services	Trenton, NJ		
Jenna Goodreau	21 <sup>st</sup> Century Grant: New Grantee Orientation Days 1-3	September 12-14, 2017	\$171.11 (transportation)
SIG Supervisor/Academic Services	Trenton, NJ		
Sakena Thompson	21 <sup>st</sup> Century Grant: New Grantee Orientation Days 1-3	September 12-14, 2017	\$183.20 (transportation)
21 <sup>st</sup> CCLC Program Manager/ Academic Services	Trenton, NJ		
Susan Ronga	Garden State Employment and Training Association 35 <sup>th</sup> Annual Conference	October 4-5, 2017	\$379.98 (registration, transportation)
Program Director/Adult School	Atlantic City, NJ		
Steven Morlino	IPM in Schools – NJ Pest Management Association	October 5, 2017	\$135.00 (registration)
Executive Director/Facilities	Westfield, NJ		
Dante Petretti	American Association for Teaching & Curriculum (AATC) 24 <sup>th</sup> Annual Conference	October 5-7, 2017	\$300.00 (registration)
Vice Principal/STEM Academy	Denver, CO		

**TOTAL CONFERENCES:** 6  
**TOTAL AMOUNT:** \$1,230.05

**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. The motion carried.**

**Paterson Board of Education  
Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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**

NJCDC and Paterson District Great Falls Promise Neighborhood Preliminary MOU

Whereas, the Division of Academic Services and Special Programs is in alignment with the District's 2014-2019 Brighter Futures Strategic Plan, Priority III: Family and Community Engagement, by creating more Full Service Community Schools and expanding partnerships with Community Organizations, Agencies, and Institutions; and

Whereas, Paterson Public Schools (PPS) supports New Jersey Community Development Corporation's (NJCDC) application to the United States Department of Education for funding in response to the Notice of Availability of Funds for the Promise Neighborhoods program (Funding Opportunity Number: CFDA Number 84.215N)

Whereas, NJCDC and the District will enter into a non-binding preliminary Memorandum of Understanding in which PPS will serve as a Target School Partner for NJCDC, the lead agency for Great Falls Promise Neighborhood (GFPN); and

Whereas, Great Falls Promise Neighborhood plan is to promote college-readiness to expand the Full Service Community Schools (FSCS) across all of the neighborhood schools, which would include counseling services for children, academic support, implementation of strategies to reduce chronic absenteeism, health and wellness programs, bullying prevention programs and parent education and engagement programs; and

Whereas, Great Falls Promise Neighborhood resources will be used to advance 21<sup>st</sup> century learning in GFPN neighborhood schools through the use of web-based differentiated learning programs that will help children succeed academically and will support teachers in their implementation of instruction; and

Whereas, the target schools for the Great Falls Promise Neighborhood are: School 2, School 5, Don Bosco Technology Academy, International High School, Garrett Morgan Academy, the four academies at the John F. Kennedy Educational Complex, which include the School of Science, Technology, Engineering and Mathematics, the School of Architecture and Construction Trades, the School of Education and Training; and the School of Business, Marketing, Technology and Finance and the district funded preschools Paterson Family Center, Michael's Energy Factory, Memorial Day 1, Memorial Day 2, La Vida, and El Mundo Del Niño;

Therefore, Be It Resolved, that the Paterson Board of Education approves entering into the Memorandum of Understanding dependent upon PPS commitment to a total in-kind match of \$14,654,122 related to the Great Falls Promise Neighborhood Grant.

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

Comm. Capers: Just to clarify, we're just providing in-kind services like facilities and stuff like that. They're not getting \$14 million, right?

Comm. Irving: That's correct.

Comm. Capers: So they're applying for a grant that's \$14 million?

Comm. Irving: It might even be more than that. The match that they've asked us to commit to in-kind equates to \$14 million.

Comm. Capers: What exactly is this program?

Comm. Irving: This is the one they emailed us about last week. Essentially, NJCDC is applying for a Promise Neighborhood grant. If you're familiar with Jeffrey Canada's Promise Neighborhood, NJCDC is looking to do the same thing specifically in the areas that they have down in the first ward. This is an application to receive grant funds to be able to replicate what Jeffrey Canada has in Paterson. As such, they need facilities and resources that the district has, which is why they have asked us to partner with them.

Comm. Capers: Is this the first or second ward?

Comm. Irving: It's the first ward down by where NJCDC's building is.

Comm. Capers: So which facility are they going to use, Kennedy?

Comm. Irving: I know it's School No. 5 and School No. 2.

Comm. Cleaves: International.

Comm. Capers: So a lot of our schools benefit.

Comm. Irving: Yes.

Comm. Capers: Okay.

**On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Rivera who abstained. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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**

##### **Chemical Hygiene Consultancy Contract – FY 2017/2018**

Whereas, The State of New Jersey under NJAC 6A:16-19, requires district boards of education to ensure that the district take protective measures to limit the risk of exposure of students and staff to hazardous substances, and

Whereas, New Jersey law requires each school district to name a chemical hygiene officer to oversee the chemical hygiene plan which regulates hazardous materials, and

Whereas, the proper implementation of a chemical hygiene plan addresses best management practices for hazardous substances and reduces district liability issues, and

Be It Therefore Resolved, that the Paterson Public Schools Board of Education approves the attached consultancy contract with Garden State Environmental for chemical hygiene program services in the Paterson Public Schools in an amount not to exceed \$29,900.00.

**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. Hodges who voted no. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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

**Resolution No. 5**

Whereas, the Paterson Board of Education Policy Manual receives periodic revisions and additions, and

Whereas, the Paterson Board of Education believes that student athletes who are returned to their sending district (Paterson) that have not been transferred or expelled should not be obligated to sit out 30 days for athletics or extracurricular activities, thereby losing time to participate in activities, and

Whereas, the Governance Committee has approved the revised update for Policy 2431 Athletic Competition, to include a provision for displaced students from outside districts, and

Whereas, the Paterson Public School District will comply with all eligibility standards of the New Jersey State Interscholastic Athletic Association (NJSIAA) and shall review such rules on a regular basis, and

Whereas, the Paterson Board of Education would like this policy in place for the start of the 2017-2018 school year, by suspending the two reading approval requirement of Bylaw 0131, now therefore

Be It Resolved, that the Board of Education suspend the rules of Bylaw 0131 and adopts the following policy for implementation in the 2017-2018 school year:

P2431 Athletic Competition (M)

Finally Resolved, that in the event any policy, part of a policy or section of the bylaws is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by the State District Superintendent or Board of Education, the remaining bylaws, policies, and parts of policies shall remain in full effect.

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

Comm. Hodges: Why are we suspending this, because of the time period?

Ms. Shafer: We talked about this before. Tech has released a couple of our football players from attending Tech. We put a policy together because according to our policy that we had they would have to sit out 30 days. We're penalizing students for something that Tech has caused.

Comm. Hodges: I'm sorry.

Ms. Shafer: They're releasing our student athletes for whatever reason they have. Now the kids want to come back and play for Eastside or Kennedy and in order for them to play, we needed to put a policy together so that they wouldn't have to sit out any time. I'm just saying we don't need to penalize our kids. Let them come here and play for either Eastside or Kennedy.

Comm. Capers: Can I add to that?

Comm. Capers: Dr. Hodges, just to go further into the detail, when Tech sends one of our kids back to the district what happens is that they don't change address. It's not considered a bona fide change of address because they're only going to the county school.

Comm. Hodges: Why didn't they release them...?

Comm. Capers: Because if they fail shop in their junior year or whatever the reason is they're kicking them out of Tech. They want to play sports, but they can't because it's not a bona fide change of address.

Comm. Hodges: I understand that. I was assured that she doesn't release students. What they do is they have parental conferences. According to what she said to me in front of the freeholders, they have parental conferences and then the parents decide that they want to come back to the district. That's what she told me and the freeholders. This is why I'm stunned that this is happening.

**On roll call all members voted in the affirmative. The motion carried.**



## **Paterson Board of Education Standing Abstentions**

### **Comm. Capers**

- 4<sup>th</sup> 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

Comm. Capers: Now that this policy is adopted, these kids that had to sit out the first game, can they start meeting and playing? Okay.

Comm. Irving: Great job for following up on that and making this happen.

## **Resolution No. 6**

Whereas: This Action is required to hire The ExecuSearch Group to supply Paterson Public Schools with Seven (7) Registered Nurses and/or Licensed Practical Nurses, starting September 6, 2017 through September 19, 2017, not to exceed 560 hours.

Whereas: The ExecuSearch Group that employs RN's and/or LPN'S will ensure the aforementioned has the requisite license, training and capacity to provide the care.

Be It Resolved: The Paterson Public Schools will pay The ExecuSearch Group \$25,200.00 to provide supplemental Nursing Services in various schools as needed. The aforementioned will not be a school district employee but RN and LPN's will be providing support services within their scope and practice of their licensure.

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

Comm. Irving: I assume this is to fill the need for the one vacancy we have until we hire somebody?

Ms. Shafer: Right now we have two nurses that we're waiting on their emergency certificate. What we did was we have a couple of schools that have two. You need a school certified nurse in the building, but these substitute nurses will back fill. For example, at MLK where we have two nurses we're going to move one out to cover the vacancy and then one of these substitutes will go to MLK to help the one that's already there. As long as you have one school certified nurse you're okay and you can have a substitute.

Comm. Irving: That's why the contract is only for two weeks, to give us time?

Ms. Shafer: Yes, just in time to get the emergencies.

**On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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. 7**

Background Information: The Strategic Plan for Paterson Public Schools encourages Creating and Maintaining Healthy School Cultures (Priority II). Graybar Company of 800 Huyler Street, Teterboro, New Jersey 07608 is generously donating a school supplies, including backpacks and other supplies. The supplies will be used by the students at Alexander Hamilton Academy, School #19 and Norman S. Weir.

Recommendation: That the Paterson Board of Education accepts the donation of school supplies from Graybar Company for student usage.

Whereas, Graybar Company, is donating school supplies for student use and education, and

Whereas, the supplies will be utilized by Paterson Public Schools students at the above mentioned locations;

Now be it resolved, that the Paterson Board of Education accept the donation of the school supplies from Graybar Company of Teterboro NJ, at no cost to the district.

**It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.**

**Paterson Board of Education  
Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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. 8**

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

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

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

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

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

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

Cancelled Route: PS25S218 (JERSEY KIDS) - \$39,818.19

**It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 8 be adopted.**

Comm. Capers: Did they pick up another one?

Comm. Irving: What was the reason of the cancelation?

Ms. Vainieri: We didn't have enough students on that bus.

Comm. Irving: So you're consolidating the route.

Ms. Vainieri: Yes.

Comm. Capers: If we took away a route, did we give them another one?

Ms. Vainieri: No.

Comm. Irving: They have to bid for another one.

Comm. Cleaves: You said you didn't have enough students to fill the bus route? What happened to the students that were remaining?

Ms. Vainieri: They were on a different bus route. I had eight students on one and four on another. I didn't need that bus for four kids. I put the four on another bus.

Comm. Hodges: This raises an issue about the buses that we were trying to purchase. In situations like this and other situations, I know we're trying to justify that, that whole situation with the basketball players that couldn't play or whatever it was. I think in instances like this, it gives us an indication for why we can justify purchasing a bus. I really want to put that out there as something to look into. I think the original concern was four buses, but at least we can get one as a safeguard against this kind of situation.

I know they want transportation to go to the planetarium and other things. So there's a reason to go ahead and have a bus available. If you have a case like this, it makes sense to me.

Ms. Vainieri: These routes that I'm talking about are special education routes. These are 16 passengers. These wouldn't be purchased. As far as the 54-passenger, that's on a different bid for athletics.

Comm. Capers: Is it cheaper for us to lease buses instead of buying them out?

Ms. Vainieri: I don't have the analysis. I think Captain Smith will know more about that. If you ask me off the top of my head, I would say no.

Comm. Capers: Capt. Smith looks comfortable. He doesn't have to get up.

Comm. Rivera: Several questions have come up regarding transportation. I think this is the perfect time. You're probably wondering what this package is doing in front of you.

Comm. Hodges: I requested some information along these lines.

Comm. Rivera: Great minds think alike because I did the same thing. This information was provided to us today. For whatever reason, an article came out in the Paterson Times. Numbers don't lie. I just wanted to see it myself. This company was all over the newspaper. I would have left it alone, but then my name was quoted along with some other Commissioners. I think it's very irresponsible of any journalist to write something like this. I normally give the courtesy to any journalist that calls me as long as I'm not working. If I don't respond to them, I call them back in my off time or whenever I have the time. They quoted a certain company that's related to Councilman Shahin Khalique. Understanding the procurement law in the State of New Jersey, I just didn't see a way that people could play with bids. Maybe I'm naïve. I'm in the same line of business and I would not put my reputation or career or well-being on the line as much as I like to serve the community and the kids of the City of Paterson. We don't get paid on this job and I would not put my future on the line. Let's just go over these five lines. I don't want to prolong this.

Comm. Irving: Please don't.

Comm. Rivera: This is a company that was quoted as getting more contracts because of a Councilman, which got elected in 2016 just got it. Supposedly, the contract just jumped out of nowhere. Let's just see. In 2011-2012 they got \$807,000 in payments. In 2012-2013 they got almost \$2,384,000.

Comm. Irving: Were you here then?

Comm. Rivera: No, but good question. In 2013-2014 they got \$2.2 million. In 2014-2015 they got \$1.4 million. I think I was here at that time. The contracts went down. Interesting! 2015-2016 we could not get those figures right now because as you can recall we were outsourcing to Essex Regional. But do you know what? I wanted to get an idea so I called the company and asked them how much they made that year with Essex County. They said approximately \$3.5 million, with a company that didn't have anything to do with us. Remember, our transportation budget went from \$18 or \$20 million to \$24 million. In 2016-2017, when the Councilman was elected, they got \$1,477,000. In the current year we have to compare apples to apples. That right there is not actually expenditures because the year hasn't started yet. That's just

encumbrances. That's just POs. I verified with the BA and she told me that normally the expenditures don't equate to the amount of encumbrances at the beginning of the year. I just wanted to put that on the record and in the minutes. I just hope that we don't have Commissioners on this Board entertaining this nonsense. Mr. Murray, maybe you don't have an answer for this right now, but I just want to know is the district willing to pick up the tab for any Commissioners making comments out there regarding companies? Will we pick up their bills for comments like this if that company decides to take them to court and sue them for acting irresponsibly?

Mr. Murray: That would require some additional research. In general proposition, conduct that's outside of their role would require the facts to be reviewed.

Comm. Rivera: All of us have factual numbers given by the business office. If you want to comment on the numbers that are here, if you need a copy of the procurement law, Bob is here. We have our transportation department here. If you don't understand after so many years how the bidding process works, I'm sure the department will sit with you and show you exactly in detail how the bidding process works. If you don't have confidence in the district, then we're in the wrong place.

Comm. Hodges: First of all, numbers do lie. They're subject to interpretation. Number two, bids have been manipulated in the past and I'm sure will be in the future. Number three, I was called by one of the family members of this company and he raised issues. I said that I would be more than happy to request this very information so that I could make sure that anything that was said would be presented in the most proper light. I made that phone call first thing this morning and I'm glad the information is already available to me. That's what I requested in case there was a mistake.

Comm. Rivera: We both did.

Comm. Hodges: Apparently, so did the Superintendent of Schools. I'm glad that happened because it's important to me to not put a cloud on the district, though the article seemed to mention a confluence of a number of facts, not just the bids that were taking place. It was that confluence of facts which prompted my response of it was a very extraordinary coincidence. That's what I said. I didn't accuse the company of anything. I said it was a coincidence. When he called me I reminded him of that and I told him that I would be more than happy to look into his assertions, which is why I submitted the request that I did. I will also say there are concerns here. I think we need to be sure that we're above board and there is a transparency. We've had numbers in the past and quite frankly the numbers that we had added to \$55 million that was missing from this district.

Comm. Irving: When was this? Oh, before we all got here.

Comm. Hodges: I have nothing further to say.

Comm. Irving: The point Comm. Rivera made is a very valid one. I think at times, especially when folks are fishing, we can either add to the fishing expedition or encourage them. To your point Jonathan, I recommended to the same reporter who called me and did not quote me in that report to OPRA this information. It's open public information. I told him before he publishes his article, I think it would be prudent and journalistically accurate just to dot your I's and cross your T's. The semblance of the comments added credence to a really crappy report that was not balanced or in any way credible. Without the documentation all you have is speculation and innuendo. I said to just OPRA every single bid spec and protocol and see who is the highest and

lowest and that will at least add a narrative that will support whatever slant there was. I think it's important to clarify that and share this information. At times the numbers can lie. But I'd like to believe that the staff we have here and the folks who are doing this work don't and are doing a hell of a freakin' job to keep their integrity and their office moving and grooving. I was just really disappointed with that whole article. It was bizarre, inaccurate, and just really crappy reporting.

Comm. Hodges: Which is why I simply said it's an extraordinary coincidence. That's what I said.

Comm. Rivera: So going forward the same thing that was submitted in the next resolution that we're going to entertain right now for Resolution No. 9 is a breakdown of the outcome of the bids or the quotes. Going forward I asked the transportation department to submit that to us before we vote.

Comm. Irving: That's a good idea. Let's go back to the motion that was on the floor. I let it deviate because it did have to do with transportation.

**On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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. 9**

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

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

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

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

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

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

List of routes attached

TOTAL - \$153,465.00

**It was moved by Comm. Cleaves, seconded by Comm. Martinez that Resolution No. 9 be adopted.**

Comm. Irving: Just for clarification, these bids all went to the folks who had the lowest bid. Am I correct?

Comm. Rivera: These are quotes.

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

**Paterson Board of Education  
Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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. 10**

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

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

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

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

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

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district regular school year on route STARS1018Q , for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

4 DIAMOND - Route #STARS1018Q

\$12,925.00

#### **Resolution No. 11**

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

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

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the route to the second lowest quote submitted for the transportation of special education students to PS #19; and

BE IT RESOLVED, the State District Superintendent supports the Department of Transportation recommendation in awarding the routes to the second lowest bidder quote submitted for transportation (as attached), because the lowest bidder could not fulfill the route and

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

BE IT FURTHER RESOLVED, this resolution, to provide transportation for students to in district regular school year on route PS19S218Q , for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent

WE CARE SCHOOL TRANS - Route #PS19S218Q

\$12,210.00

### **Resolution No. 12**

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson pupils to out of district, special needs program at Ocean Road School, Point Pleasant Schools, New Jersey for the 2017-2018 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with Point Pleasant School, Point Pleasant, New Jersey 08742 and the District agrees to the terms of the contract for the 2017-2018 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2017-2018 school year with the Point Pleasant Schools, 2100 Panther Path, Point Pleasant, New Jersey 08742 to transport special needs student to Ocean Road School for a total cost of \$6,791.40 on , for the 2017-2018 school year, and

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

THEREFORE BE IT RESOLVED, this resolution, to jointure routes for the 2017-2018 school year to transport special needs students to the Ocean Road School, shall take effect with the approval signature of the State District Superintendent.

Cost for the 2017-2018 School Year - \$6,791.40

### **Resolution No. 13**

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson pupils to out of district schools for the 2017 -2018 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Educational Services Commission of New Jersey, 1690 Stelton Road, Piscataway, New Jersey 08854 and the District agrees to the terms of the contract for the 2017-2018 extended school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contracts for the 2017-2018 extended school year with The Educational Services Commission of New Jersey as follows:

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not

agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE BE IT RESOLVED, this resolution, to jointure routes for the 2017-2018 school year to out of district schools, with the The Educational Services Commission of New Jersey, 1690 Stelton Road, Piscataway, New Jersey 08854, shall take effect with the approval signature of the State District Superintendent.

Account # 110002705186850000000000 \$ 2,099.75 (Special Education)

Account # 110002703506850000000000 \$ 125.99 (Service Fee)

Approximate cost for the 2017-2018 school year \$ 2,225.74

**It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution Nos. 10 through 13 be adopted.**

Comm. Cleaves: On Resolution No. 12, how long is that ride for the students?

Ms. Vainieri: I don't think that student resides in Paterson. It's a special education student placed out of district. He could be in a foster home living down there. I'm not sure exactly where he's living.

Comm. Hodges: It's like an hour and a half.

Ms. Vainieri: He doesn't necessarily live in Paterson right now.

Comm. Hodges: I'm assuming the child started here.

Ms. Vainieri: Yes. It could be the birth parents live here and the foster parents live someplace else and we're still responsible. I'm not sure if this is a foster situation or why the child was placed in this out-of-district school.

Comm. Hodges: If the child leaves and establishes residence, we're still...

Comm. Redmon: He's not considered a resident. This is his home residency. Even if you're placed in foster care, this is still your home residency. You're just placed there temporarily. The district is still responsible for that.

Comm. Castillo: Unless it becomes official.

Comm. Hodges: Official meaning an adoption?

Comm. Redmon: Yes.

Ms. Vainieri: We don't have that many. There are only a couple of them like that, that are transferred far.

Comm. Redmon: The quote for that is actually cheap.

Ms. Vainieri: That is very cheap.

Comm. Hodges: That's for transportation. I'm thinking about the actual cost to the school, which is actually unbridled. If you have groups of those students going to those schools, it's a pretty...

Ms. Vainieri: We jointure with that county. What counties do is they look to see other kids that are in that area to transport. That child is probably on another bus with students that live in that area and get picked up. That's why it's cheap for us. It's cheaper than if we went out to quote for that one kid to be picked up. So, we jointure with Commissions in other counties to reduce our prices.

Comm. Capers: So it's not going from Paterson to Point Pleasant. They live in Point Pleasant.

Ms. Vainieri: I'm not sure where that child resides.

Comm. Capers: But it's in that area.

Ms. Vainieri: I believe they live closer to Point Pleasant, if not in that town.

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

#### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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. 14**

Whereas, professional service contracts fall under 18A:18A-5: exceptions to requirement for advertising and shall be awarded for a period not to exceed 12 consecutive months; and

Whereas, however the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

Whereas, Under the Authorization of the Director of Academic Services & Special Programs a formal public solicitation for Professional Services-Medical Services for the Full Service Community Schools and 21<sup>st</sup> Century Programs, RFQ-935-18, was initiated; and

Whereas, Eight (8) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which one (1) vendor responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in the Bergen Record and the North Jersey Herald News on Thursday, July 20, 2017. Sealed bids were received and opened on Thursday, July 27, 2017, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, per the attached bid summary, the Departments of Academic Services & Special Programs, along with Purchasing, recommend that the request for qualifications for Professional Services – Medical Services for the Full Service Community Schools and 21<sup>st</sup> Century Programs, RFQ-935-18, be awarded as follows:

<p>Health N Wellness Services, LLC 1 Jaywood Manor Drive Brick, New Jersey 08724</p>
--

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

Therefore, Be It Resolved that the Acting State District Superintendent supports the above mentioned recommendation that Health N Wellness, LLC be awarded a contract for Professional Services – Medical Services for the Full Service Community Schools

and 21<sup>st</sup> Century Programs, RFQ-935-18, who was the sole, responsive and responsible vendor that provided the best price to the district at a not to exceed amount of \$267,550.00 for the 2017-2018 school year.

**It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 14 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

#### **Comm. Capers**

- 4<sup>th</sup> 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. 15

Department of NCLB/Federal Programs  
ACHIEVE3000 READING INTERVENTION PROGRAM FOR SCHOOLS 3, 6, 8,  
Newcomers, 13, 15, 21, 24, 29, NRC, CAHT, GOPA and SOIT @ EHS and ACT,  
BTMF, SET and STEM @ JFK

Whereas, Achieve3000 Access solution, a reading intervention program initiative, supports the District's Strategic Plan's first priority is to provide Effective Academic programs "Paterson students can achieve at a high level and this district is fully committed to preparing all students for college and their future career." and;

Whereas, pursuant to 18A:18A-5, "any contract, the amount of which exceeds the bid threshold, shall be negotiated and awarded by the Board of Education by resolution at a public meeting without public advertising for bids and bidding", and;

Whereas, pursuant to 18A:18A-5(5), "library and educational goods and services" are exempt from bidding, and;

Whereas, the procurement of reading and writing solutions and literacy materials qualifies as a bid exemption under 18A:18A:5(5), and;

Be It Resolved, that the Paterson Board of Education approve entering into a contract to continue services with user software licenses for students in grades 3 through 12<sup>th</sup> to accelerate literacy and language gains through targeted instruction, Achieve3000, 1985 Cedar Bridge Avenue, Suite 3, Lakewood, NJ 08701, a reading intervention program for Schools 3, 6, 8, 11, 13, 15, 21, 24, 29, NRC, CAHT and SOIT @ EHS and ACT, BTMF, SET and STEM @ JFK for 2017-2018 School Year not to exceed \$211,140.00.

20.231.200.320.653.000.0000.001	- \$34,500	Title I
20.231.200.590.653.000.0000.001	- \$133,340	Title I
20.455.100.500.653.000.0000.001	- \$14,675	SIG – Senator Frank Lautenberg
20.456.100.500.653.000.0000.001	- \$28,625	SIG – New Roberto Clemente

**It was moved by Comm. Cleaves, seconded by Comm. Castillo that Resolution No. 15 be adopted.**

Comm. Hodges: Are these all the schools that are being serviced by this group? Do we know how many students?

Comm. Irving: Can somebody get that?

Ms. Lourdes Garcia: Unfortunately, I wasn't able to hear your question in the back.

Comm. Hodges: Do we know how many students are being serviced by this contract?

Ms. Garcia: Right now, it's 3,420.

Comm. Hodges: They were noted to be expensive. We've gotten a significant discount for the contract?

Ms. Garcia: We've been working closely with the company to provide the service for our district. It's offered in two languages and it's differentiated. All the text is on the child's reading level and that's done automatically. We've saved on professional development.

Last year we went from spending \$99,000 to spending \$34,000. That's a considerable cost.

Comm. Castillo: Here we have teachers getting information and teaching other teachers. We're grasping that information for PD as well.

Ms. Garcia: Our supervisors are well-versed in the program and help with the implementation of it.

Comm. Hodges: They should be by now. That was an ongoing concern, making sure that the discounts are coming in. I'm very pleased that we're moving there. I'd like to get rid of them altogether down the road. Thank you very much. That's \$61 per student.

Ms. Garcia: Have a good night.

**On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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
- 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

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Instruction and Program***

Comm. Irving: Are there any questions for Instruction and Program?

#### ***Operations***

Comm. Irving: Operations met this evening. In attendance were myself and Comm. Redmon. We only had two items listed, Items O-1 and O-2. Here is the report. O-1 was PD for what Sarah was talking about before, partnership with Stevens Institute for Technology. Stevens will be providing instructional support in engineering and science for our science teachers. Sarah talked at length about what that program will do and how many sessions would be offered. O-2 was a grant that special education will be submitting. O-3 through O-40 are all out-of-district placements. Are there any questions on Operations?

#### ***Fiscal Management***

Comm. Irving: Are there any questions for F-1 through F-19?

#### ***Personnel***

Comm. Irving: Are there any questions on the personnel recommendations?

#### ***Governance***

No submissions.

### **Subcommittee Reports**

#### ***Parent/Community Committee***

Comm. Cleaves: There's no report for Parent/Community. We cancelled the meeting and we're going to reschedule next week some time.

#### ***Technology Committee***

Comm. Cleaves: The technology committee did meet on August 31 at 6:00 p.m. Presiding was myself. Member present was Comm. Hodges and absent was Comm. Capers. Staff present was Dr. Campbell, Yazeen, and Christopher Lewis. During the summer the technology committee was working diligently with and in sync with what was going on within the district. School No. 11 Newcomers moved to New Roberto

Clemente. This was completed with new phone extensions installed. The Great Falls Academy moved to School No. 11. We're in process of completing technology installation. We took that tour today. We did see everything being completed. The Young Men's Academy moved to Great Falls Academy. Some of this was in process at the time of our meeting and some of it may have been completed by now. They need additional information to complete. What happened was they received some new technology and they just didn't know where to put them or where the principal and everyone wanted computers and things of that nature located. YES Academy moved to the Young Men's Academy. That is now complete. They did update that for me. We discussed Kronos, the timekeeping clocks in every school. They were at the end of their life expectancy. New ones were purchased and installed. They were replaced in every facility. Now we're 100% complete. We also learned in that meeting that the clocks can do more than just keep time for the staff swiping in and out. If they wanted to take vacation days or something they can do that through the Kronos clock. It's time-consuming, but it is another function that they could use it for. The new clocks that we have can do more than just keep time. Insight, which you received the presentation on earlier today, partnership outsource substitutes, I won't go over that because we got the presentation today from the gentleman. Number four, support for schools, many schools have ordered new technology over the summer. The technology team is working with principals to schedule preparation and delivery of the equipment. 80% of ordered materials have been rolled out to schools. The overall district is ready for school opening. Every year brings new work orders as concerns surface. The technology team is prepared to respond to such issues. All principals have been reminded that no technology should be moved within their buildings without following the process of notifying the technology department. Number five, the technology donation, many times the equipment being donated is already dated and missing critical components required to operate, such as the hard drives and the memory, which becomes more of a burden on the technology department. Allow the department first a right of refusal before any paperwork is signed or agreed allowing pickup or delivery of such materials. The technology department is requesting that any donations that principals receive that they check with the technology department to make sure that it's more than just a shell and that it's compatible with what we already have running here. A lot of times we get donations that are not compatible with what we can support. The technology department is asking principals to be conscious of all those things. Our meeting ended at 6:52 p.m. Cheryl did reach out to Passaic County Tech for us to do our tour. We will be going sometime within the next month because coming back from vacation they had to do training for their new teachers and all of that information. The technology department up there asks if we could just give them a couple of weeks before they can set up a time for us to go up there and tour. Are there any questions?

Comm. Hodges: I just want to put on the table the fact that the technology department is very anxious to complete their standardization process because they want very much to find ways to develop programs for students to actually get involved. I'm sure I heard him say that. Students can actually become immersed in some of this work. It's learning and being trained at the same time. We don't have students doing anything in our district as part of our programs in anything in the City of Paterson. In other districts they have students working in offices and in print shops. We don't do any of that. This is one of the possible opportunities to develop curriculum around that and give the students an opportunity to work. I'm so happy that the person in charge of technology is of a mindset to rapidly develop opportunities for students to get involved. I want to thank him publicly for the expeditious creation of such a program. Thank you very much, Dr. Campbell. There's no need for you to comment.

Comm. Cleaves: Anyone else would like brownnose Dr. Campbell?

Comm. Capers: I'd like to put in a motion for Verizon. They're going to be donating 30 backpacks with school supplies in them to School No. 30. They're going to be a part of our welcome team. They're going to donate it on Thursday morning. I tried to put the action through, but somehow it didn't make it here. I would like the Board to accept the donation.

### **Resolution No. 16**

Whereas, The Paterson Public School District supports, encourages and promotes the 21st Century Learning standards, will be supported by the acceptance of the generous donation by Verizon, and

Whereas, The Paterson Public School District supports and promotes parents involvement and community engagement, and

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

Whereas, the administration and the school staff at Dr. Martin Luther King, Jr. School work in close collaboration with parents and community to ensure the well-being and the academic progress of all students at the school, now

THEREFORE, BE IT RESOLVED, that the Paterson Public School District Board of Education acknowledges and accepts the generous donation of 25 backpacks by Verizon for grades K-8 at Dr. Martin Luther King, Jr. School, at no cost to the district.

**It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 16 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who abstained. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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

## **OTHER BUSINESS**

Comm. Hodges: I know you have not had a fiscal meeting yet, but facilities in terms of opening of schools. I thought we were going to get updates in terms of where we were. I assumed that would be tonight. What's worrying me is that you have 77 projects that were denied. I don't know what the status is of those roofs.

Comm. Irving: The school readiness report was emailed to the entire Board. It was a pretty thick report that Steve emailed out. I think it does make sense to get an update of where we are at the start of school. Ms. Shafer, can we do that with Steve at the next Board meeting to cover the opening and any troubleshooting stuff that had to happen between now and then? That would be great.

Comm. Hodges: I'm really interested because it may be an opportunity to put some pressure on the SDA given the critical nature. Two days ago, I would have called down there and said, "Wait a minute. Look what you're doing to us." Now I can't do that. As soon as you can, so we can put some pressure on the SDA, if not to get what we want immediately, to get other things in lieu of what we want.

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

The meeting was adjourned at 9:10 p.m.