

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

October 4, 2017 – 6:40 p.m.
Administrative Offices

Presiding: Comm. Chrystal Cleaves, Vice President

Present:

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

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

*Comm. Lilisa Mimms
Comm. Nakima Redmon
Comm. Flavio Rivera

Absent:

Comm. Christopher Irving, President

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

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
October 4, 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. Cleaves: May we all please remain standing for a moment of silence for all the tragedies that are taking place around the world and to also lend support to a former student of Paterson Public Schools who passed away?

Moment of Silence

Comm. Cleaves: Comm. Martinez, can you let us know what the name of that student was?

Comm. Martinez: The student graduated from the district two years ago. He was a graduate of International High School. I had the privilege of working with him as a member of the Paterson Youth Council. His name was Armando Roach. He tragically passed away Sunday night or Monday morning. I spoke to his family at the beginning of the week. They informed me of his passing. The arrangements are still incomplete. Armando was an outstanding young man, one of the credits to our district. It's just sad and tragic that someone so young lost his life.

Comm. Cleaves: We're going to make some adjustments to the agenda. We normally go into public comments after the presentations, but we have a group of students here who would like to address us and I don't want them to be here too long because it is a school night. We're going to make an adjustment. I want to go into public comments just so that the students can give their comments to us and then we'll go into presentations and go back to public comments for anyone else. I want to get the students in so they can get out in a timely fashion.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICY FOR SECOND READING

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

Comm. Cleaves: The students are sitting to my left. They should be on the list. If you all just want to come over one at a time, make sure you give your name so she can mark you off the list. We'll make sure we're just getting the students.

Mr. Bryant Polanco: Good afternoon. My name is Bryant Polanco. I want to discuss an issue that I just found out today about PARCC score testing and SAT. Today during school, I was at my program that readies us for the SAT just to find out that I never got my SAT or PARCC scores. From my freshman year since I have been taking the PSAT nobody has told me if I could either get my PSAT or PARCC scores from my guidance counselor or anybody in the school. That's the problem I want to talk about today.

Ms. Shafer: What specific school at Eastside?

Mr. Polanco: I'm in SOIT at Eastside.

Ms. Shafer: It's the SAT and PARCC scores. You have not received them?

Mr. Polanco: PSAT.

Ms. Shafer: Okay. We'll look into that. Can you just make sure that Cheryl Williams has your name and a contact number?

Comm. Hodges: Is that two years?

Ms. Shafer: Manny, is this for two years or this year?

Mr. Polanco: I first took it in the freshman year and since then I've never received my scores.

Ms. Shafer: So the past three years.

Mr. Polanco: In the past three years, I've never received my scores for the PSAT or PARCC.

Ms. Shafer: Thank you.

Comm. Martinez: I was just explaining to Mr. Polanco if he has a question, he's going to pose his questions and they will be answered after or on the side. If you do pose a question, it's the standard that we don't engage in the back-and-forth conversation. We'll make note of it and thereafter we can address it.

Ms. Veronica Aponte: My name is Veronica Aponte. I'm here to do an update and also a couple of questions. When I came to my first meeting on September 20, I raised awareness of the food and how things are being conducted. I'd like to do an update status. They brought back the system where we're scanning our IDs and everyone is getting options. I've been posting all throughout Facebook about how there are all these options for breakfast and everything now. Everyone is getting a chance to at least go once before they start going up and taking whatever is remaining. The cafeterias are less and less packed. The students don't have to sit on the heaters anymore. The food is being warmed to the correct temperature and we have the variety that we're supposed to have. It's been from rations to what's supposed to be on schedule. I'd like to make that update because I don't really know if it's been updated. I'm very proud of our Board. You were able to react so quickly and be able to fix the problem and deal with it. That's the update. Yesterday when I came to the presentation at Kennedy, there were a lot of things mentioned about safety, security, and other schools. I would like to know about the PSAT. I know it's coming up in about two weeks and there are still a lot of students who don't have a PSAT class, especially for my academy. There are a handful of students who don't have a PSAT class and they're still going to have to take the class either way. I'd like to understand how the kids are expected to pass or do well on it if this is going to be our only chance to take it without having a test or being prepped for it. Thank you.

Ms. Shafer: Let me just respond. SOIT does not have SAT teachers. Is that correct?

Ms. Aponte: I'm in CAHTS.

Ms. Shafer: And you do have one.

Ms. Aponte: I don't have a class.

Ms. Shafer: But there is a class in CAHTS.

Ms. Aponte: I believe there's only one teacher.

Ms. Shafer: Again, we're going to get back to you on that. I do appreciate you coming back here and giving us a status report as to what was taken care of once you brought it to our attention. Hopefully, if you tell other students then they will come here as well if they want to voice their concerns so that we can take a look at it and get things right for our students. I certainly appreciate you bringing it to our attention and also coming back and letting us know where we are with that. Thank you.

Ms. Aileen Tejada: Hello. My name is Aileen. I just have one small complaint about the system we have in our school for WEB. I don't feel it's very necessary for people who are late to school to be contained inside the WEB trailers for not only our homeroom but also our first class. That's taking away our education that we really need to pass and proceed in life. That's it.

Ms. Shafer: If you're late, you go to WEB for your homeroom period, which also goes right into your first period. Then after first period you're able to go back to your classes?

Ms. Tejada: Yes.

Ms. Shafer: I just want to make sure we're clear. Thank you.

Ms. Davana Anderson: Hello. I'm Davana Anderson. This is my first time speaking here. I'm very shy, so please bear with me. My only complaint is that at 8:20 when Eastside guards are closing the gate there are kids trying to get through. I understand late is late, whether you're late one minute or half an hour, but closing the gate while kids are trying to get through is endangering these kids. I've seen instances where their book bags actually get caught in the gate. What if that was their hand? They can get injured. Half of these families don't have health insurance. So how are they going to pay for that? Then the kids have to miss school. I just think it's way too extreme for something so trivial. I feel they should rectify that. It's not right. Thank you.

Ms. Shafer: When the students are coming through there isn't a period of time where they say everybody who's coming across the street hurry up, get through, and then close the gate. It's closed as people are walking through?

Ms. Anderson: Yes. Actually, if you're crossing the street and the gate is closing, I've seen kids shooting across the street while they're moving cars just to get through the gate so they don't have WEB. It's a mess in the mornings.

Ms. Shafer: Thank you. Thank you so much.

Comm. Cleaves: Thank you so much students. We know it's not easy to sometimes speak in front of a crowd and then you're speaking in front of adults. I commend you. To the young lady that spoke to us at the last Board meeting and told us about the food and that you wouldn't eat it because the temperatures weren't right, I'm glad that you came and gave us an update that you are now satisfied and you can now eat lunch in school. We appreciate you guys being open with us about the problems in your school because we can't fix them if you don't communicate them to us. We thank you for that.

It was moved by Comm. Hodges, 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.

PRESENTATIONS AND COMMUNICATIONS

Ms. Shafer: You're going to hear about all our district priorities tonight, from student achievement to special education to safety. The first presentation that's up is Synovia Solutions School Bus Fleet Management. You all know Richard Matthews who is our soon-to-be Business Administrator. He has been visiting us back and forth and he made me aware of this company and I had a meeting with them. It's something that we can possibly look at next year because it's too late now to be putting in any bus

contracts. It is something that addresses many of the problems that we currently have. I'm going to ask Richard Matthews if he would just give us a little summary and then introduce Synovia Solutions.

Synovia Solutions School Bus Fleet Management

Mr. Richard Matthews: Thank you, Ms. Shafer. Like everybody else, I always read the newspaper about some of our challenges with transportation and some of the different stories about how we're going to deal with it as far as our manpower, have us staff the bus, take a look at kids, make sure the kids are being checked on and off the bus. I just thought we needed to have some kind of solution that dealt with technology to take away the human element. As I did my reproach, I ran across this company called Synovia. I called them up and was moved along and got in touch with some of the right people that were interested in dealing with our situation. I ran across Mr. Ed Kane and another guy named Mr. Brad Bishop. Ms. Shafer and myself sat down with these guys and they came across some pretty good solutions that are long-term and take away the human element. Mr. Kane is a local guy from the Allendale, New Jersey area and he's going to talk to us about some of these solutions for our transportation challenges.

Mr. Ed Kane: I have some handouts to make it a little bit more comfortable for you all.

Comm. Cleaves: Mr. Kane, you have 10 minutes for your presentation.

Mr. Kane: No problem. I will move rapidly then. The platform that we built the company on is really focusing on three things – the safety of the students, the serviceability of the routes, and more importantly, depending on whether you own your own buses or you're a contractor, you can use our data to have some real savings. I'm going to cover four things rather quickly – what we're about, the transportation challenges that we discussed with Ms. Shafer and Rich when we were here the last time, give you an introduction to some of the solutions that are available, and talk to you about how we do it all for the organization. We've been in the business 16 years. Our headquarters are in Indianapolis. We have 850 school districts across the country with 80,000 buses using our solution. We do all our own software and we handle everything from child check down to here comes the bus for the local residents. Our market strategy is a little bit unique. There's no upfront cost. It's a service charge monthly. Everything is included, including software, hardware, and updates.

*Comm. Capers enters the meeting at 7:00 p.m.

Mr. Kane: One of the biggest challenges that we heard is the student accountability. How do you know when the students are off the bus? What is the mechanism in place for the contractor to do that effectively? We take the guesswork out of that for you. The way we do it is through a thing called Child Check. On the back of the bus, in the rear panel inside, if the bus is stopped on the very last stop and the driver does not hit the Child Check, meaning that they had to walk from the front to the back and check the aisles, the horn starts to blare, we send an email and a text to dispatch, and a text to anybody else you want to get that information. Obviously, the horn on the bus is pretty loud and you can only get rid of that noise by hitting the Child Check button. It's been very effective in addressing this issue. California now requires it on every bus in 2018. Contractor management – one of the things we talked about in our last meeting is, how do you know that the buses made the stops and picked up the students? How do you know that they were there on time? What we try to do is give you the data necessary to make good solid decisions as to how this has been implemented on the local level from the drivers and the contractor. The way we do that is we record in real time. There's a

GPS module under the hood of the bus and every 30 seconds it is updated as to where the bus is. If there's an event it updates all that information immediately. The net result is far quicker than 30 seconds. The end result for you is if you look at your pad there you can pick out what you want to see, what reports and information you would like to talk about, and then on the bottom of that page you can see all the information is recorded right here by location, by time, by bus, and exactly what they did. The data is now yours to use to make sure that buses were stopping at the right point at the right time. From a servicing standpoint, we integrate with most routing systems. That allows you to do a thing called comparative analysis. The bus runs routes 1, 2, and 3 and we verify that they went on 1, 2, and 3 and they picked up the appropriate students at the appropriate location on time. We then map that for you so you can see exactly two things. Is there some efficiencies we can improve upon from a pickup standpoint? Do we need as many buses as we have? Is there some alternative that we can now put in place that makes the routes a little bit easier? Again, it's all data-driven. You now have all of the information and the capability of addressing any issues with the contractors that you're using based on facts. Parent communications – of the 850 districts that we are lucky enough to have as part of our solution, this is probably the biggest issue for everybody. When there's a problem and the parents get involved and call the school, it's obviously all hands on deck. When it has something to do with a student, obviously it's heightened dramatically. Here's what we have that's available to you now. It's called Here Comes the Bus. It's free to a parent. They can put it on their phone, I-pad, or computer. It notifies them when their bus for their child is in the area. They can set the time in which they're notified, two minutes to eight minutes, and they can actually see the bus going into their neighborhood. Again, it is only their bus for their child. If they have multiple children that go to school at different times, we can show you all those buses. It's all password protected. The school has all of the information. If there's any instance of the child getting on the wrong bus, we'll show you how we address that immediately. This has been tested for six months in the field. We have 175,000 parents now utilizing the app. It's been recognized on Channel 5 and Channel 2 News as well as in the New York Times. For us this was a much bigger surprise than our solutions. The parents absolutely love this idea. Again, it's on their telephones. Anybody you don't want to have the app for whatever reason, they can't get it. They're not password approved. On the safety side, how do you know when they get off at the right stop? What happens when a child for some reason just gets off the bus? Does the contractor know who should be on each bus at each stop? We have a couple of options. We have student ridership verification on two different levels. For special needs students they don't have to carry a swipe card. That's not necessary because when they get on a bus their name pops up and the bus driver finger points it, clicks it, and now they know that Ed Kane was on that bus at 7:25 in the morning. When they leave the bus, he clicks it and they get off the bus at 7:25, he goes back to the Child Check to make sure there's nobody left on the bus, and then he pulls the bus into the yard. For students that are not special needs, they can use swipe cards. If that's uncomfortable for them, they can use a cell phone. Usually they don't lose cell phones. They will lose the student IDs every now and then, but the cell phones can activate that Ed Kane got on the bus at 7:20 in front of his house and left the bus at 7:40 at the school. All that data is recorded. The reports are customized and available in the format which you would like them. They can be done automatically for you. I want to know all of the speeding violations. I want to know all the student violations at 8:00 every morning. The report will come to whomever you appoint to do that. The last thing is what we refer to as Synsurance. It's a very easy and seamless way to do business with customers. All hardware is included, including lifetime use and warranty. We give you spares because some of these will break down at times. We give you spares so there's no down time on any bus. We host all of the software for you. You have six months access online and if you need anything further than that you call us and we just

send it to you. We just recently sent some information to a district 36 months ago. They were being sued and the information that they needed was on two separate buses on two separate timeframes on two separate routes. We sent the information to them and the contractor was cleared. You have total access to the information forever. No requirement for any additional hosting on the part of the school. We host everything. The services that we include in all our pricing are the installation and unlimited training. We have YouTube videos as well as personal training initially. Then the service and support are a little bit different for us. We don't have you make multiple phone calls. We have one person that you call. The person that coordinates training and installation is your contact. Once that's completed, they hand it off to a fleet advisor who is your safety net for the term of the contract. One person! You don't wind up getting into voice mails and leaving messages. You only call one individual. Lastly, there's no upfront cost with this. This is a service contract. By the way, one of the features that we also include is that if a cell vendor is changing their system from 3G to 4G, that's on us. We replace all the hardware. When you buy the hardware, you replace all the hardware. We are now going to replace 80,000 of these solutions over the next year and a half because that's when they're going to be phased out for most of the major providers. The last thing is just the next steps. We encouraged Ms. Shafer, Rich, and Neville to consider doing a pilot on my nickel. Make sure that what I said we can deliver. Pick a number of buses, utilize for a month or so, make sure that the training is what you want, make sure that we're giving you the results and information that I just talked about, and then make a decision as to what you want to do and how you want to go forward. We can refine the requirements at the conclusion of the pilot and then you can make your decision how many buses you want or don't want. The beauty of our system is that it's all modules. If you say you want to start with 25 and they're special needs buses, you can start with 25. If you don't want to have Here Comes the Bus, add it when you want to. It's just an easy way to do business. I think I took 10 minutes. Are there any questions that I can answer?

Comm. Cleaves: Do we have to own our own buses in order for you to provide this service?

Mr. Kane: No, ma'am. We have about 25,000 units on contractor buses, so not at all.

Comm. Redmon: Would your company be responsible for installing all GPS systems on all bus companies that are hired through district?

Mr. Kane: Yes, ma'am.

Comm. Martinez: I think the services you are offering sound fantastic. The presentation was very thorough. I wrestle a little bit not with what you're doing, but with the fact that we have to consider the Child Check to actually have someone get up and walk and look to see that there are no students. It troubles me. There's nothing in particular with what you're doing. In general, it's that we have to consider doing something like this to make sure that people are actually doing their jobs. That saddens me a bit. Nonetheless, what you're offering is rather sound, especially the part about testing it on your nickel. I think that will go a long way for us to feel comfortable about perhaps moving forward. We have contracts with several vendors across the district. How does that look? As soon as we secure those contracts with those vendors, they identify their buses, and then you guys will come in and install the hardware on their buses. What happens in instances where their buses break down and now you have other buses that are filling in? How do we tackle those challenges?

Mr. Kane: From a software standpoint, that's the way we handle it. Here there would be some sort of viewing and dispatch capability so you would know what was going on. At the bus contractor level, they would have more detailed information. So, if a bus is out, all they simply do is go into the system and say it's being replaced by another bus. It updates all the routes. It updates all the information to the residents if they have Here Comes the Bus. In other words, don't look for this bus, it's been replaced today. Another advantage of Here Comes the Bus is if there are weather issues or some sort of delay, you can verify that by just sending it to Here Comes the Bus and they know about it.

Comm. Martinez: Essentially, all the buses in the company's fleet would have to be installed with this software/hardware to ensure that in the instance that something like that happens all the buses would be able to fill in.

Mr. Kane: Yes, sir.

Comm. Martinez: We would have to have someone on our end to navigate and track all that data. On our end this would have to be negotiated with those bus companies. What if they push back and say they don't want to have that stuff installed in their buses? That's more on our end of the negotiating piece. That's something we have to consider too in case we get some pushback from some companies.

Ms. Shafer: It can also be part of the specs before we go out. It's not optional.

Comm. Castillo: What does a service contract mean? There's no cost up front, but when does the cost start? How much is it? Can you elaborate on that a little bit?

Mr. Kane: There are a couple of ways that the people in the GPS industry go to market. One is you buy their hardware and then pay a monthly charge to do the servicing from the cell phone company. We've taken away the first piece. We just grab on charge. The hardware is ours. We take care of the cell service for you. We take care of all installation and updates on the hardware and software. That's on our nickel. You pay a monthly fee. I'm going to make up a number - \$26 a month. That's everything. You do nothing else.

Comm. Castillo: I guess to make a decision like this where our situation stands is more of what is the cost going to be per year. What's a real number for the amount of students and busing that we have? That's what's going to make us consider. Buses have other routes. We can have a contract with a bus in the morning but they have other routes throughout the day. How does that GPS work? We might not get pushback from the company, but from other schools that have different systems going on throughout the day as well.

Mr. Kane: Let me answer the second question first if I could. When they go to different schools to transport children there are a couple of things we can do. We can turn off the hardware automatically if that's what you would want. Some of the schools may want to have that capability themselves. They will not take any benefit from what you've paid for because they don't have the routes or student names in. Your routes and your students are protected that way. If you want it turned off, we can turn it off. As far as what the expense is going to be, the decision hasn't been made as to what you want yet. We're not a one-size-fits-all. We customize the solutions. If you have smaller buses and you don't need to have some of the tablets and other things on the bus, then the cost of that is going to be less expense. What we were hoping to do is take the pilot program, prove to you that we can do what we said we can do, and then discuss how

any buses you want, and what's the flavor of the buses. I can't give you a price now and that's not a sales approach. That's just the facts. I really can't. I will tell you that the average for our solution is somewhere between \$1.50 and \$1.75 a day per bus. That's everything – hardware, software, training, and support.

Comm. Capers: Sorry I walked in late on your presentation. I think you probably covered this, but it's just a scenario. This is all apps-based. If my daughter is getting on a bus and she doesn't have a cell phone, how do I know she got on the bus?

Mr. Kane: You will know if you have a cell phone.

Comm. Capers: How will I know she got off? If my daughter walks out of my house and walks five blocks up, how do I know she got on the bus if she doesn't have a cell phone?

Mr. Kane: A couple of things. She can either scan a card that says her daughter got on at this time on this bus. Or she can have the names on a tablet that the bus driver clicks on and off. Then when she gets off the bus you'll be notified that she's off the bus.

Comm. Capers: Then I can watch the bus because it's on GPS, just like Uber. You can watch the route.

Mr. Kane: Correct.

Comm. Hodges: I'm just curious. Is this a New Jersey-based company?

Mr. Kane: No. It's an Indianapolis-based company. I'm in New Jersey.

Comm. Hodges: Okay. I'm talking to legal here. How does this shift legal liability in terms of anything that happens? Right now, we have sort of a defense if a bus company fails. But if your equipment fails or something happens to the child, we've put all this in place. Have there been instances where the liability has changed for the district?

Mr. Kane: I want to give you a crisp answer and I don't have one. I will get you an answer on the liability. Again, with 850 districts throughout the country it seems to have passed the smell test in most areas. We have some in New Jersey. Florence is one. We have several contractors in New Jersey that do our business. Usually it's the transportation organization's responsibility to deliver. All this does is track everything that's being done. If they say that they were at 205 Main Street at 8:00, you will know if they were there at that time. If a child is left and doesn't get on a bus, there is one of two options. They're either going to go inside and not go to school, or they're going to call and complain about not being picked up. Once you change the behavior of some of these drivers and they understand that you do know what's going on, it does influence driver behavior and they usually get more efficient.

Comm. Cleaves: I'm not sure if they use Here Comes the Bus, but my daughter lives in Virginia and in the first week of school my granddaughter was not dropped off in the afternoon at her stop. My daughter got on the app on her phone and we watched the bus pass her stop twice and ended up taking her back to school. When she got to the school we were sitting there waiting for her. I have seen this in live time and action and it is a great tool. I had to experience it as a Board member visiting my granddaughter, but I did see it in action. It was precise and to the point. We knew exactly where the

bus was and what street it was on. It was stopped at a light. It passed her stop. It dropped a kid off. It came back past her stop again. It stopped at the stop light. It turned down the street to her school and all the time this is going on my daughter is screaming, "Why are they taking her back to school?" I have seen this Here Comes the Bus app work and it does help parents. You're still going to be a little upset if you miss the stops, but we were able to track the bus to find out where the bus was.

Mr. Kane: The good news is you will know when they pass the stop.

Comm. Cleaves: The bus driver had not gotten to the bus depot so he had not gotten off the bus to push the signal in the back of the bus that he had the child. He passed her stop and she said, "I'm still on the bus." He ended up taking her back to her school, but we were able to track the bus.

Mr. Kane: For your contract one of the things we can offer for them is engine diagnostics. This means that every morning at 3:00 we ding every bus in the yard to make sure that the battery is 12 volts or better so we don't have a bus go out with a bad battery. Secondly, if there is a fault code that comes on the engine light and the driver is like me, absolutely ignorant when it comes to that, the mechanic back at the contractor's location can see what it is and do one of two things. He can stop the bus and not drive it any further and another bus that's a mile away will pick up the students. Or it's a minor fault code and he can keep driving and bring it back in. If they use all the features, they will wind up having a better performing fleet.

Comm. Redmon: This is more of an in-house question. If we do acquire this software, would we have the capability in-house to keep monitoring the stops and would parents have a specific contact person in-district?

Ms. Shafer: The answer is yes. It would be part of transportation. Let me just say this is just a preliminary presentation. I wanted to do it now because there have been so many issues. It's not something we're going to decide right now. There are different ways of doing it when it comes to the expense that we can talk about at a later time. I just wanted to have you hear it now because we've all been cognizant of some of the issues we've been going through.

Comm. Hodges: You said 800 school districts across the country. What's your largest school district?

Mr. Kane: 4,000.

Comm. Hodges: 4,000 students?

Mr. Kane: 4,000 fleet. We have about 70% of all the districts in North Carolina. It ranges anywhere from 200 to 1,700 buses down there. Our formula, whether correct or incorrect, is really the number of students divided by 150. That's the number of buses they usually have. That can change depending on the needs, if it's urban or suburban. It really depends on that.

Comm. Hodges: You take care of all the maintenance costs.

Mr. Kane: Yes, sir. All maintenance and all software updates. If the hardware doesn't work, we replace it and give you spares.

Comm. Capers: My question was right along with Comm. Hodges. Does each driver have a checklist? Let's say my daughter forgets her bus card, as she always does, how else would the driver check?

Mr. Kane: The tablet will have the name of the student.

Comm. Capers: They all have two.

Mr. Kane: Right. It's double.

Comm. Capers: In how many urban districts has this program been successful with your company? Is it a lot? Is it a little? What major cities?

Mr. Kane: We handle the largest contractor in Illinois. It handles all of Chicago. We handle the largest contractor in Texas, which handles Dallas, Houston, and Austin. We handle the largest contractor in Minneapolis, which handles St. Paul.

Comm. Capers: How about here in New Jersey?

Mr. Kane: We have several contractors.

Comm. Capers: I'm talking about urban districts.

Mr. Kane: We have Suffolk Transportation on Long Island that comes into New York City and also into New Jersey. We have Transgroup that has 1,100 vehicles. We have STA that has 6,000 vehicles. Student transportation is one of the largest in the metro area.

Comm. Capers: They have GPS on each of their buses?

Mr. Kane: Yes, sir.

Comm. Hodges: Are you contracting with the districts or with the companies?

Mr. Kane: The contractors.

Comm. Hodges: So it's not the school districts that are paying for that. It's the contractors.

Mr. Kane: There are some options that we've talked about with Ms. Shafer. When we get further down the road we will show you some of the options to do it. But if you put it into your spec, it becomes pretty easy. They have to do it.

Comm. Cleaves: Thank you.

Mr. Kane: Sorry it took so long.

Comm. Cleaves: That's okay. Thank you.

Special Education Report

Ms. Shafer: One of our high priorities this year is special education. Many of you know we have a lot of work to do in special education. We've started that work. You're going

to hear from Cheryl Coy, our Chief of Special Education, and what she and her team have been doing and what we will continue to do going forward.

Comm. Cleaves: Ms. Coy, you have 10 minutes.

Ms. Cheryl Coy: Thank you. In the packet that you have we went through a list of things within our department that we've completed so far that are aligned to the priorities that Ms. Shafer has rolled out for this year. The first priority is instruction and program. We're currently working on the finalization of our special education manual, which is under review by the state and different district stakeholders. We've incorporated professional development throughout the district to all stakeholders called Master Teacher Software. It will allow for principals, teachers, personal aides, Board members, and parents to take professional development on components that surround special education. We increased the child study team support with creating a monthly professional development for them. They stated that they felt that they were not a part of the continuum of PD that we do. So each month we have PD here for them that the team themselves create from the child study team member as far as the counselor, social worker, psychologist, LDTC, speech therapist, occupational therapist, and physical therapist where they do PD to support one another as far as their job responsibility is concerned. We also have some outside vendors coming in to support the job responsibility. We've expanded the curriculum supports for the autistic program, the SLLD program, and the cognitively impaired program with a program called Reading Mastery and Ed Mark to support them. We got a recommendation tonight to bring another reading program in from one of the parents that's also an employee in the district that we're going to be looking to incorporate to support some more of our lower functioning autistic children. We expanded the autism program in MLK, School No. 2, Dale Avenue, School No. 6, as well as the high school BD programs at John F. Kennedy, Eastside High School, and we're opening up a class at Great Falls Academy. We're increasing the range of services by adding grade levels to specific programs to meet student needs. For instance, when School No. 16 opened up, we moved all the cognitively moderate programs into that school so there's a continuum from k-8, as opposed to one school having k-2, one having 3-5, and one having 6-8, and the students being bounced around every three years from school to school. I'm working with the DOE to create a more viable community-based instruction program. We're going through a training seven-series session that will allow us to partner with places like Hohokus Trade, downtown Center City Mall, I-Hop, and different local business so that our students who want trade skill development will be able to get it through the CBI program. In this program they will get course credits for it. It's not a program that's done in the school. It's done offsite and it normally starts at the half-day around 12:30. We've also implemented the CEIS program, which is Coordinated Early Intervention Services. We did it last summer, this summer, and it's going to be a part of the Saturday intervention program to support our students who are at risk academically and socially. It's a very high-level character education program that works on the six pillars of character education. We will be starting on pillars three and four and eventually by the summer we can get through all six pillars. It's a program that allows a child to develop a portfolio of their life, things that they see futuristically, what roles they play in society, learning how to coexist with their classmates, and learning how to coexist in society. We'll work on this every Saturday for the next 15 Saturdays in 45-minute period sessions until the program ends in March and then it will pick back up in July. We've implemented professional development monthly with PCG. That's to increase the capacity of our child study team members when they do reporting on IEPs. We've collaborated with content supervisors to develop samples of appropriately modified unit assessments for the district. In personnel and operations, I've hired additional intervention specialists or behaviorists. Right now we're up to seven. The goal is to be

up to 10 within the next few months. We hired additional occupational therapists, physical therapists, speech therapists, and a few more child study team members. I've assigned a social worker to work with our educational liaison for McKinney-Vento who will be working with training the district staff and supporting families on homeless and displaced students. We have a very high number of homeless students in the district that people are not aware of. When they come into the schools they don't know you refer them to those supports and services. We realigned teaching staff at the high school level so the certifications are more appropriate as teacher of handicapped or teacher of students with disabilities on a high school level. Child study team supervisors will be housed out of central office, but they will be spending from 9:00-12:00 Monday through Friday in schools to support administrators, child study teams, and instructional staff. That will be from now until the end of the school year. It's to help build capacity and make our programs stronger at the school level. I restructured some of the job responsibilities of our clerical team here at central office. Here is a list of all the supervisors that we have and the clusters of schools that they will support from now until the end of the school year. This also lists some of our programs we have, such as the autistic program, and gives some of the locations, the BD program, and the mobile teams that will be coming into effect as of October 10. One of the key things I did was restructure the child study teams in order to support the 4,413 students we have in the district that are students with disabilities. We have a total of 20 teams. Five teams will be school-based. With that being, we have Norman S. Weir, Dale Avenue, MLK, School No. 2, and School No. 20 who have programs that are high-volume need. For instance, Norman S. Weir is a cognitively impaired program. They will have a full child study team during the entire school year that will handle their annual evaluations, the reevaluations, and initial, somebody new giving consent. We'll have a preschool central office team and they will deal with families who are home-based and children not in school yet, early intervention. They will meet with the coordinators within the county as well as the family and attend transition planning meetings to go over what the district offers for students with disabilities. They will review the process of the child and the portfolio of the child to determine if they're going to take consent and refer them for an evaluation. If the evaluation is done and the child is determined to be eligible for services, an IEP is drafted. If not, the child will be referred to interventions at the school level. School-based teams – this goes back to the teams of Norman S. Weir, MLK, and Dale Avenue where they will have a full team there Monday through Friday solely committed to the program in their school. With semi-mobile teams each school in this cluster will have a social worker assigned to the school. The psychologist and the LDT will float within that cluster in order to make sure that revaluations annually are completed and initials, if that consent is taken. That information is processed to be given to our full mobile team. Most of the clusters have three schools within it. There are some clusters that have four schools, but it will be a constantly moving team with the exception of the social worker who will be taking care of meeting the compliance as far as the IEP is concerned. Then you have your full mobile team. There are five full mobile teams, two elementary, one out-of-district, one high school, and one preschool. Their sole responsibility in this district is to go from school to school and complete all the initial evaluations so that we achieve compliance at the end of every month. We partnered up with Family and Community Engagement this year. We updated the website to include some of the resources for parents that we identified they need as far as information regarding working with children with special education and support services they can get for their children. We partnered with Seton Hall and William Paterson University in order to get externships for speech providers. There are students who are in school that need clinical hours. They will come here and work/supervise with one of our speech therapists in order to get the hours that they need to graduate. In turn, if we have a position vacant, we would offer them an interview for an opportunity to work in the district. We also partner with community

engagement to create a course roster for parents on INRS, 504's, IEPs, disabilities. Those classes are going to be on either a weekly or biweekly basis, as well as on some Saturdays that Mr. McDowell has identified. We purchased an additional portion of PCG, which is our software database, for EZIEP for translation services of the IEP. For instance, if a parent only speaks and reads Spanish, we would be able to now translate the IEP right then and there for them. We're also working on Arabic and Bengali. They need about another month to finish the translation component, but the goal is to have a translation tool that accommodates all the needs of our parents in the district. I hired two compliance supervisors this year and their sole responsibility is to monitor the data, logging, and reporting. We customized the software to meet the district needs more. They streamline and maintain the inventory of assisted devices that we have in the district. They monitor the timelines and the reports that need to be sent to the state. They also monitor and access data for the local, state and federal reporting. We amended our contract to tailor it more to our needs because we found out from PCG that we purchased the software years ago that was just basic software that New Jersey had put into place. Now that we've customized it we're able to get more reports that are more detailed and give us more definitive information when it comes to IEP reporting. We have onsite meetings with the DOE to review the department's progress. We did a professional development with district administration on special education legal updates and avoiding pitfalls in the summer. PCG comes in and provides professional development on a monthly basis at our request. At the beginning of the school year we had some concerns with regards to the service documentation. They came in and spent the first two days of school training our child study teams and supervisors on service documenting and case management. Here's a list of department highlights. I don't want to read every single one, but two key ones that stand out for me is we achieved 99% compliance with our semi-reporting, which is our funding. We hit a quota that allowed us to get \$1,050,000 this year based on achieving compliance with data reporting. We also ended the school year with 86% compliance in EZIEP. The goal for us is to have 100% compliance at the end of every month when it comes to a child's IEP. We're developing partnerships every day. We developed one with DZPP. We're actually trying to develop one with the courts now and some other community agencies just to build capacity within our department and to support families more in the community. Our compensatory plan – we hired additional speech therapists to support the schools with high volumes of required comp sessions. We're continuing to contract, but very minimally because the goal is to hire staff that will have buy-in to servicing our students. I'm tracking and monitoring the database for services to ensure students will receive the comp sessions between now and the end of the school year. There's a letter to be issued to parents for the comp sessions that will give them the opportunity to choose whether they want the sessions during the day or during our Saturday programs. There's a copy of the letter and the progress monitoring for a whole as a department is to have the data reports done from compliance supervisors. They will run those reports on a biweekly basis. Weekly meetings with the compliance supervisors, SPED supervisors, and superintendent; monthly meetings with the Superintendent; monthly meetings SEPAC group, which is the special education parent advisory council - the group started in the summer and we actually had our first meeting tonight – and monthly meetings with district administration and the PEA staff.

Comm. Hodges: I know there's such a terrible problem with speech therapy and retaining that staff. I was hoping to get some assistance out of the state. We had looked at what Newark and Jersey City were experiencing in terms of speech therapy to determine whether this was a big city problem.

Ms. Coy: It is. We've been working a lot with Newark and their compliance monitor who has been giving us some guidance on what we should and shouldn't do. They had a

corrective action plan, and some of the actions they had to take with the DOE in order to get in alignment. The first thing we started this summer was Ms. Shafer went in and got the approval for us to hire five additional speech therapists. By September, we were looking good. We had an interview. We were going to change the PC number and move that person in. Three of them came on board. When the other three saw the schools that they were getting, they said, "No, thank you."

Comm. Hodges: What do you mean the schools that they were getting?

Ms. Coy: Once they identified the schools they were going to service, they turned the job down.

Comm. Cleaves: They didn't like the area.

Ms. Coy: This is a big concern we deal with in Paterson. We had contractors come in last week. They go to the site and work for the day, they never say anything to us, and then they go back to their employer and tell them they don't want to go back. One woman asked for a school over by Union Avenue closer to Totowa.

Comm. Hodges: And the issue with changing the IEPs without the parental notification?

Ms. Coy: We're not changing any IEPs.

Comm. Hodges: Those are the complaints that I get.

Ms. Coy: That's against the law.

Comm. Hodges: Exactly.

Ms. Coy: We cannot amend anyone's IEP without the parent being involved in the meeting or a notification being sent home to the parent for them to agree to amend the IEP. We can't change an IEP without their consent. If somebody told you the IEP was changed without consent, you can give me their name and I'll look into it.

Comm. Hodges: We've had that discussion in the past. I'll just move on. As long as that's taken care of, that's all I care about. The issue of the delays in the IEPs...

Ms. Coy: That's the reason we're doing the districtwide restructuring of the child study team. My teams came to me and said initials are really holding up their process. We just can't get our job done. Guess what? You don't have to do the initials now. There's a mobile team that will handle it. For me, by October 31, even though we're changing schools, we should be able to get geared up where by November 15 at the latest we're at 100% compliance and continue to move at that pace to end each month at 100% compliance. The compliance monitors are really pulling this data every week to see who's logging in, who's finalizing IEPs. We've tailored this program so much now where we can tell your grammatical errors within your IEP.

Comm. Capers: I see the district supervisor is over these different schools. What's that caseload like? What are the checks and balances for that amount of workload?

Ms. Coy: Do you mean how much each person is supervising? At MLK they have the two BD programs. It's a small population. It may have 40-50 students that they supervise in the BD program and then the resource component. But for Mr. Albert the teams went through the numbers to make sure that nobody was at 400 students per

person. If you notice, I'm in a cluster. I got in the cluster so that the numbers would come down. It was evenly done so that no one person is struggling to supervise any cluster of schools.

Comm. Capers: The number of students that they have is an average workload?

Ms. Coy: Average is 400 for each person. To be honest, now that they are finalizing their IEPs, the flow for us is to go observe and make sure you're meeting with the parents, you're on top of your caseload, and you're interacting with teachers to make sure teachers have their input in place. We're doing real checks and balances in the schools this year. Last year we weren't allowed to go into the schools as much because they were finalizing these IEPs. The clusters weren't broken down like this. It was broken down by unit where one person had almost 600 cases on their caseload. They had to look at 600 IEPs from start to finish to make sure the wording, the assignments, and goals were established effectively.

Comm. Capers: They have less work now?

Ms. Coy: I won't say less work because this team never has less. This finalization part allows the teams to have fidelity with what they're doing and allows us to supervise it more effectively.

Comm. Capers: More checks and balances.

Ms. Coy: Extremely more because we're in the schools now.

Comm. Capers: Thank you. Good presentation.

Comm. Hodges: Occasionally a school progresses to the point where their IEP can be changed because they have less. How do we monitor that? Is that when the teacher comes and gets involved?

Ms. Coy: Yes. I'm glad you brought that up because we had several students from our BD program at MLK transition out of it and are now sitting in a general education class in the high school doing phenomenal. They track on a monthly basis to see the progress. If a child is showing a certain amount of growth, almost like they're testing out without being tested, they put them into a general education setting. It might be a part-time going into general education. There's always communication with the parent to say we're getting ready to mainstream their child to see if they can handle the general education population. If they can handle the general education curriculum with some support, but not as much support.

Comm. Hodges: That's driven by the teacher.

Ms. Coy: The teacher and the team. The teacher can't make any decisions without the team.

Comm. Hodges: The decision to look at is driven by the teacher.

Ms. Coy: Yes. Sometimes the team will look at it, meet with the teacher, and suggest they may want to consider mainstreaming this child because the goal percentage is coming up. If they have to achieve 80% of their goal and they're at 75%, we either need to increase the goal or look at entering them into the mainstream.

Comm. Hodges: Thank you.

Comm. Cleaves: Very good.

Ms. Shafer: Thank you, Cheryl.

Saturday Program

Ms. Shafer: Next, we have Marguerite Sullivan to come up to talk about the Saturday program that we want to roll out this year.

Comm. Cleaves: I'm going to be consistent. Ms. Sullivan, you have 10 minutes, even though it's not working that way.

Ms. Marguerite Sullivan: I will work on 10 minutes. I'll be straight, direct, no fluff, and I'll make sure I can answer your questions. Our first priority is effective academic programs. Just as we collaborated in the summer, the department of special education and division of academic service special programs collaborated for the summer program, we're collaborating to do a Saturday program. Our title is #ppssaturdayactivity. Students will achieve and succeed together. Together we can. If you look at the cover, you'll see that having a Saturday program will provide us an opportunity to have an interdisciplinary approach and a well-rounded comprehensive curriculum. I just want to share with you the process that we went through to get to this point. We ensured that we met with the principals. We had two meetings with our principals. First, we brought the considerations for both an after-school and a Saturday program. On the second meeting we brought a survey and the survey was an opportunity for our principals in Units I and II to give us input. What were they interested in? Did they want an after-school program? Were they interested in a Saturday program? The majority did select a Saturday program. The overview of the program – if we were going to be doing an after-school program we would be doing grades 3-8. Saturday program is giving us the opportunity to include k-2. We have not included kindergarten, first, and second grades previously in these years. One of our main focuses this year for the district is to focus on k-2 reading program. Having a Saturday will give us that opportunity because there will be more extended time on a Saturday. The after-school program would be an hour and a quarter minutes. On Saturday the students will come in at 8:00 and have breakfast at 8:30. They will be in classrooms until 11:30. The after-school program would be approximately 40 hours, which is about an hour and a quarter a session. We're looking at approximately 15 Saturdays. Those Saturdays will be three and a half hours of instruction. The k-3 instructional components, it gives us an opportunity for focus of 90 minutes for ELA instruction. Teachers will be trained in guiding reading. There will also be an opportunity to increase reading comprehension and fluency. Math will be 45 minutes in problem-solving and building math fluency. Character education, as Ms. Coy had reflected on before, will also be part of that. The students will be involved in two pillars – citizenship and trustworthiness. In grades 4-8 the core components would be project-based learning. Students will be able to read across multiple tasks. They will be able to read across fiction and non-fiction. They will be able to have acquisition of academic vocabulary through informational texts. Students will be able to have a context of the knowledge and understanding of content and also it will be improving students' critical thinking and development of their interpersonal/intrapersonal skills. They will have opportunities to have conversations and talk about their learning. In grade 4 we're going to be reducing ELA to 45 minutes. Math is 45 minutes. We're ensuring there's a STEAM component and character education. You can see there's a different program and differentiation between k-3 and 4-8. The STEAM approach is an example of where

students will be working with the community. It could be a community that they've decided to name "Paterson Community." They're going to be able to design their strategies. They're going to take a problem and empathize with that problem in their city. They're going to create and identify the root cause to create a 3D prototype. Their solutions are communicated to each other. How are we going to communicate this to our parents and our guardians? One of the ways we're going to be doing that is we're preparing parent guardian letters and registrations forms. Registrations forms will be set up individually for the schools because we do have feeder schools for Norman S. Weir, Dale Avenue, and Young Men's Academy. The children will probably not be attending those programs if we don't open those buildings. We would have to be very careful. We would match the students up where the students have requested they want them to attend. We also do Robo-calls and we'll have it displayed on the website. We will be working with the Department of Family and Community Engagement to work with our parents. We'll also be discussing it next week at our stakeholder engagement meeting. You can see the collaboration. I'm just one person representing many to process this. Again, I mentioned special education and academic services. We're creating curriculums and postings. We're providing the funding. We're working with Kemper's department to communicate with our parents. We have to identify students. Children have to have breakfast. Our security department will be working with custodians and security. I can go and on. Human capital helps us with our postings. They help us with our PTF. We worked with Unit I and two principals and all the assistant superintendents. A question that you're going to ask is, how do you know it works? What are you measuring? One of the things to focus on, if we're building a strong k-3 and k-5 reading program, is running records. Running records will be part of the guided reading component. Curriculum and instruction will be creating pre and post tests for grades 6 and 8 in ELA and grades k-8 in math. Remember, this is a problem-based. There will be interdisciplinary projects-based artifacts which are generally scored and looked at using a rubric. Impact on budget – the director of federal programs is working with IDEA and ESSA. Those are the things that sometimes we first identify our needs and then we look at the funding. The impact on an after-school program we had talked about the possibility of transportation. We have students at Newcomers and Don Bosco. Those students would need late buses if they stayed longer until 4:30. We would have to have a lead in every building and security and custodians in every building. We would have two professional development sessions, maybe two one-hour sessions or maybe three hours. Maybe one hour in math, one hour in character education, and one hour of math with STEAM. Am I moving fast enough? Guess what? On Saturday we don't pay for transportation. Children are either walking or parents are bringing them. Just to let you know, I was the lead for a Saturday program many years ago. Dr. Hodges, you're going to recall because you visited me many times. I had 300 students on a Saturday coming to New Roberto Clemente. We had approximately the same at School No. 27 and we also had a large program at PANTHER Academy. I only had one situation of a child leaving late. We will ensure that our security guards are there until everyone goes home. We will ensure that our children have gone home and they're safe. We're looking at possibly 8-10 sites. We're very careful. We've been meeting several times to look at sites that will appropriately help our students for travelling to their destinations. We're keeping that very much in mind. If we keep to 8-10 sites that means we only have 8-10 security guards and custodians. Also, professional development would increase because we'd have to increase the pedagogy of our teachers. I want to also add that this is in preliminary planning. We want to bring something to you now so that you know where our planning is. We want you to be aware that we are communicating with all our stakeholders.

Comm. Hodges: I do appreciate your focus on potential questions. In the past, one of the problems that we've had when we had after-school and Saturday programs is the students that need the programs the most are the ones that don't go and the attendance is so poor. Is there some element of compulsion that can be introduced into this? Is there some way to convince the parents their child is performing at a certain level and this program is really not optional and something they need to take advantage of? How do we get that message across to them?

Ms. Sullivan: I don't know if you know, but I'm very involved in overseeing the district summer school program. I was deeply involved in the elementary program. That said, what happens next? What happens to the children that we identified to be in the summer program? Ms. Coy and I have had many conversations with the rest of our team. We would ensure that those students would intentionally get a specific letter as a follow-up to what has gone on. Cheryl said to me some students have gone to summer school perhaps two years in a row. We especially want to target the children. We are not limiting the program to only those children. That's one of the things about the opportunity that we are collaborating with CEIS, IDEA, and ESSA money. Under ESSA we are now able to come in Title I funds.

Comm. Cleaves: So in this program are you teaching basic phonics as a beginning point for your k students? If students don't know phonics they can't read. Phonics is something that's missing.

Ms. Sullivan: For fluency and comprehension.

Comm. Cleaves: Exactly. We're trying to get children to read. Are the classrooms going to look like classroom seats? Are you going to be creative and make reading nooks and things of that nature so that the children will want to be there and learn to read?

Ms. Sullivan: One of the things that we've talked about that's very important to us is that, especially in the k-3 and hopefully in the k-5, we're able to keep it to 15 students to 1. We're also increasing the number of teachers that will be teaching in the lower grades because we do want grouping and we probably will put two teachers in a room. It does not necessarily mean that there will be two groups, but we want to create that atmosphere of reading. In the upper grades it could possibly be 20 to 1. We know that's our most challenging population. We've also had the conversation that perhaps we would like to bring motivational speakers for our middle school children, especially when we talk about the character education piece. That might be a good time that we can do that. We can't promise. Funding is an issue, so we have to be very careful how we fund. Perhaps we have to have some folks from the community come in so that students are motivated to come in fresh. We want them to be excited to come back. We thought this was a great opportunity. We've done lots of after-school programs and we've done it successfully. This might just be a great opportunity to involve more children. Some children in the summer do not attend because they went away on vacation for five or six weeks. We miss those children.

Comm. Hodges: I'm still concerned about some component of... I hate to use the word 'compulsion.'

Ms. Sullivan: You mean mandating?

Comm. Hodges: Yes.

Ms. Sullivan: I don't think we can mandate. We can be persuasive.

Comm. Hodges: That's fine. We'd like you to be very persuasive.

Ms. Sullivan: At 18, I was able to go from class to class and say to my students you will be there. Maybe we can work with the schools and create a motivation. Also, we're going to ensure that parents are fully aware and we will create a brochure in at least two languages.

Comm. Hodges: Again, part of the reason those students aren't doing well is because they're not motivated as they could be. When we've had these types of programs in the past, the people who take advantage of them the most are the ones that are not in any academic danger. The ones who are struggling, their attendance was terrible across the board. We just stopped the program because they weren't benefiting from it. I hate to see this kind of plan put together and the students that really have to be there educationally are missing. They're not taking advantage of the opportunity that's there.

Ms. Sullivan: Having the opportunity to work with the principals as we did collaborating with them, many of the principals are looking to be the leads in the building. I'm not saying all. That probably would be a tremendous help.

Ms. Shafer: You bring up a good point. We're going to look at multiple measures when it comes to summer school next year. In order to have this program, we should look at multiple measures as well. We can say to a parent their child has been absent 10 days, they have a 'D' right now in math and an 'F' in language arts, and they need to get their child here on Saturday. All these things are not looking good. They're going to lead him down the wrong road. It could be possible retention if these kinds of things keep up. We certainly are not threatening, but we want to make them aware. The more informed they are, the better off they will be. We're going to have to get together, look at multiple measures, and then have the principals, the guidance counselors, and everybody on board to meet with these parents and talk about how this can help them because they are not in a good place academically. That's really what we need to do. We haven't done that. It's been optional. You're exactly right. This may not give us 100% of what we're looking for, but we've got to look at multiple measures, have these meetings with the parents, and make that connection with the relationship in order to get them to have their children come. We will look at that.

Comm. Castillo: Nine times out of ten if you tell the parents the possible consequences that the student may have, they will make an effort to have the child there or brought there because they don't want the student to get retained or go to court if they are absent. It's a way to remediate, in their minds, future problems. If we have that conversation with the parents, I think they will be more inclined to make sure their child is there every Saturday.

Ms. Sullivan: I like that and I just want to make one other comment. I've been in conversation with Mr. Best. He has been meeting with us. He's also very interested in the students that have been part of the bullying program. He wants them there. We're going to have three populations, but they will be blended. We'll have the students that we're talking about for CIS. We'll have other students whose parents say they want their child there. We'll be looking at bullying children. We will look at these measures. We will meet with the principals. We want a great program and we want to begin early so that we can get our children identified early. We probably will do this program after the holidays.

Comm. Hodges: You mentioned in k-2 the focus on reading comprehension.

Ms. Sullivan: And fluency.

Comm. Hodges: What kinds of exercises or approaches are going to be employed to help enhance reading comprehension? We can talk about that offline.

Ms. Sullivan: I think it would be best if we can talk offline or prepare something and send it back to the Board. That will take more time. My 10 minutes are up.

Comm. Hodges: Vocabulary is one of the major issues with k-2 because the students come to school with 1,000 words fewer on average in urban districts. I didn't see that mentioned.

Ms. Sullivan: We did talk about academic vocabulary in the upper grades. It would still be the same. In the lower grades there are card sorts. There are an awful lot of activities that would be implemented. That's why having a Saturday program will give us an advantage that would be able to increase professional development time. We want something more intensive and midway through the program we are also looking to have professional development again. Usually we only have opportunities at the beginning of the program. We want to bring it back in the middle of the program. We want to be sure that teachers are implementing guided reading correctly as an example. Maybe they have questions. Maybe we need to help analyze the data.

Comm. Hodges: I specifically was hoping that there would be an emphasis placed on vocabulary. If the child can't decode, even though they know the word they're in trouble in terms of reading. They struggle with that vocabulary in the early grades because we're not doing what we need to do. The parents need to assist us with programs that encourage them to read to their children. I didn't hear the emphasis on vocabulary and I'm really hoping that we do that very early.

Ms. Sullivan: We're still planning.

Comm. Hodges: Okay. Thank you.

Ms. Shafer: Thank you, Marguerite.

Partnership for Assessment of Readiness for College and Career (PARCC) Spring 2017 Score Reports

Ms. Shafer: Next, we have Dr. Campbell coming up to go over all of our state assessment scores. When Dr. Campbell is done, I would like you to hold your questions. There are going to be three parts to this and it's a little different than we've done it before. Dr. Campbell will go through his results. I have some things to say about the results. Then we do have a plan of how we're going to address these results. We will have instruction and program come up. This is a little different than in the past when you would ask questions and then we would say we'll put a plan together. As you see these scores, we must be focused on strategies to address them and we must start to do it as quickly as possible. You'll see some improvements here and there, but across the board we continue to not be where we need to be. So I've asked instruction and program to put a plan together as to what we're going to do to look at professional development needs to happen and we need to make this a priority. I just ask that you hold your questions until we can go through the three components of this and then we'll answer all questions.

Dr. Jeron Campbell: Good evening. Should I skip the slides where I had I&P give me input during the presentation and then come back to them at the end? Okay. Good evening everyone. I have two presentations this evening. As you know, according to state mandate, I'm required to share by law with the public all of our state assessment results. We received all the results for the various tests by August 31. Therefore, we're well within the 60-day window with these presentations tonight. I emailed all of you the presentations. The one I emailed is quite a bit longer than the presentation because it included the appendices as well. I've broken this data down in quite a few different ways that you'll see this evening and hopefully it will create some very good discussion. The objectives for the presentation is to share the Paterson's district and school level state assessment results and also to build data literacy and use in our school's central office and the greater community. Schools can get a better picture of how to improve learning for all students by gathering, analyzing, and utilizing the data more effectively. The data should be used to inform and drive decisions and instruction. The facts are always friendly. This is something I say with my presentations. Ideally district staff within and across schools are operating in the spirit of collaboration not competition. Collective improvement for all students is the goal. 2017 marks the third administration of the PARCC exam that is mandatory here in New Jersey and the latest opportunity for us to compare year-to-year results as the following presentation will show. The PARCC is given in two subject areas, for those who may not be familiar with it. There is English language arts in grades 3-11 and then the math assessments from grades 3-8. In high school they're called end-of-course assessments. We have one for algebra I, geometry, and algebra II. Every student in the district and throughout New Jersey is expected to take all of the exams appropriate for their grade levels. When you look at the PARCC performance levels, it has five levels. Level 1 is the lowest level. If a student takes the test, they essentially will score in one of the ranges for the five levels. Level 1 is not meeting grade level expectations. Level 2 is partially meeting. Level 3 is approaching. All three of the first levels are not proficient. Level 4 means you're meeting grade level expectations. Level 5 would be exceeding the grade level expectations. Let's look at the district level results for Paterson. Here I have a chart that has all the grades and these couple of charts just show the number of students tested. Just so you can see in the far right, it's the increase or decrease from year to year from 2016-2017. You can see the overall about 317 more English tests were given throughout the course of the year. When you look at the math, it's about 361. Remember, these are separate exams. You would expect the numbers to be the same, but it's not always the same for the students who take each of the exams. Moving forward to results, when you consider the five levels that I mentioned earlier, levels 1-5, you see this is district level again for English language arts only. The grades are listed on the left and you have 2016-2017 data there. To the far right, you'll see green or red. Green means an increase and red means a decrease. In this particular case here, you'll see that we've split it into two columns, levels 1 and 2. In that column you want to see a positive. That means that students are leaving levels 1 and 2, which is a low level.

*Comm. Mimms enters the meeting at 8:21 p.m.

Dr. Campbell: For levels 1 and 2, you want it to be red. For levels 4 and 5, you want it to be green. Red means negative. That means students are leaving the 1 and 2 areas. Green means it's improving, which is what you want - students should be achieving in the higher levels. You can see red and green is indicated on the chart. There's no consistency in terms of change in the district. You'll see some grade levels are red and some are green for the various areas. The next slide is another representation of that with arrows. For Paterson you'll see in level 1 and 2 and 4 and 5 different grade levels going up and down, and the percentage of students in those particular levels. The next

slide switches to math. The first two were English. This is math. Again, you'll see actually quite a bit of green in the 1 and 2 columns, which would indicate a bad result. More students are scoring in the lower areas, particularly in the middle grades. For 4 and 5, you want to see it green because that's more students achieving at a high level. Instead, this year we see quite a bit of red, with the exception of algebra 2. It's not a significant change in any of the areas, but still trending in the wrong direction. Next, you'll see the same representation, only with arrows as another way of looking at it. Since this is the third year, I did want to include all three years of data. Here we compared 2015 to 2017. In the change from level 1 and 2 it is red. For a three-year average we're good, but last year we saw it go up quite a bit and in this current year it went back down somewhat. Compared to the first year, the overall trend is good, but it didn't continue on the upward trend this year. Again, this is the same chart, just represented a little differently without all the detailed data on it. Next, we have mathematics. The first two were English and this is math. We want to see red in the left column and we see quite a bit of green in those middle grades. Particularly grades 5-9 are definitely trending in the wrong direction and you see levels 4 and 5 are negative when we want those to be positive. There are only a few percentage points in each one. It's nothing drastic, except geometry there at the bottom, but definitely trending in the wrong direction. As Ms. Shafer said, we'll hear from curriculum and instruction in terms of the plans for addressing it. This chart shows the same data again, just represented a little differently without the detailed data. I'll continue on. I wanted to include a couple of charts here where we compare results to the State of New Jersey. You'll see here all the grade levels along the left again and then all five levels with the district and the state for 2017 only. This is not year to year. All of the data on slide 19 is 2017 data. You see how we compare to New Jersey. Looking at the far right, this is English on the first slide. For levels 4 and 5, you see a significant difference between the state overall and Paterson in particular. The next slide is math and you see the same types of results. This is Paterson compared to New Jersey as a complete state. Next, we're going to school level results. Instead of giving the overall district results, I'd like to break the data down by school. Here you'll see for every school in Paterson. There are a few schools per page and what I did last year I will repeat this year. Essentially, instead of going with every school for the presentation I will select a couple from each page. I circled something that I thought was significant in terms of that particular page and the results. If you look at School No. 3 for ELA and you look across all grades from grades 3-8, the tested grades for the PARCC, it's very inconsistent grade to grade. As a principal of that building they look at this data and they can analyze what's going on in the various classrooms of my building. Having this data in front of me allows me to see which teachers may be doing something right versus which ones I really need to help in this coming year. If we look at the next slide, School No. 9, here I focused on the middle grades. You'll see that they're significantly higher than the lower grades. If I'm the principal in that building, that principal might be able to explain why their middle school grades are higher in terms of performance. I don't know the teachers are stronger in those grades. What's going on? Typically, you would see if those students are transitioning from the elementary to the middle grades, that they will continue. You do like the upward trend. That's a good thing. But is there a way for us to get the lower grades to perform at those higher levels? The zeroes that you see for School No. 11 are not unusual because it's the Newcomers school. It's not unusual to see those lower scores with those students in that school. That's why you see those zeroes across. The next slide is School No. 21. Obviously, many of us are familiar with School No. 21 and have looked at the data. We know that the school does have challenges in terms of academic performance and the data bears that out. No grade level is over 15% proficient at School No. 21. For that to be across from 3 all the way to 8 is significant and really speaks to the fact that the opportunities and the supports are really needed to help the school and the students there to reach higher

levels of achievement going forward. The next slide is two schools. You'll see almost all hundreds across the top for School No. 28. We know that the Gifted & Talented program is there and that's not unusual. It's very awesome. It's excellent. If you separate the students and give them an opportunity to go into school as a magnet, you do expect to see these high scores and we do in fact see them. That's a great thing to know that the program is in fact working very well. You can't do any better than 100% in that school. That's definitely a highlight in terms of one of the programs working here in the district. At MLK if you look down you'll see another trend. You'll see the results go up, but then in the higher grades it starts to go down. It's one of the parabola effects where it rises then falls. How can you address that? If I'm the building principal and the assistant superintendent and I'm aware of this data, what are the causes for seeing some of that? Are there stronger teachers in the middle grades? Is there a way that we can have them help other teachers? We go into the next slide and we start entering into the high schools. Here I will point out CAHTS as one of the schools. You see very small increases. First of all, we know across the board that according to PARCC scores our high schools perform at quite a low level. Here you'll see some increases at CAHTS, but they are slight overall from 2010-2011, even though you have the dip in grade 10 in the middle. HARP Academy is another high school and it really is the highest scoring school in Paterson Public Schools amongst high schools. It's up in the 40s and 50s in terms of the overall average and they have been consistently the highest scoring school from year to year. All that I just covered was ELA. Next, we're going to math, which is a really more challenging area across the board. If we look at School No. 1, you'll see it decreasing by grade level. In grade 3, the first tested grade, students are achieving at a pretty moderate level, almost 60%. This is not bad considering it's their first year of testing. Then it goes down to the 40s and 30s. What might be causing that downward trend going forward? How do we better understand that and provide supports for those students so they don't just start strong, but continue to be strong as they progress through the school? In the next slide we have School No. 9. I want to focus on the algebra 1 effect. That's what I call this. Essentially, you'll have a K-8 and a cohort of students within a building. So instead of taking the eighth grade math, they take algebra 1. When that occurs, they tend to do extremely well on the algebra 1 exam. Here you see the eighth graders at 16.7% and in the same building also eighth graders taking algebra 1 were at 88% proficiency. That's quite a significant gap for students who are basically in the same grade and their peers in the building. It's great that students who take the more rigorous curriculum in class and the more rigorous assessment do well. But how do we continue to translate that for the other eighth graders in the building? At School No. 25 the middle grades are higher. You see the lower grades and all of a sudden you're in the 20s and 30s. There's a dip in grade 8, but that's that algebra 1 effect because the other eighth graders that take algebra 1 are at 75%. The higher grades are doing better in some of the buildings compared to the elementary. It's interesting because oftentimes in math the trend is downward as you progress through the grades. For some reason, in this particular building the middle school math is actually quite strong compared to elementary. What can we do to replicate some of those practices and make sure the kids in the younger grades are also performing at higher levels? In the next slide I picked out three schools here because all three of these are really the top three scoring k-8 in math in the district. School No. 28 is the Gifted & Talented program. You see them at a high level. Alexander Hamilton Academy and Norman S. Weir are also higher performing schools compared to the rest of the schools throughout the district. All three happen to be on this one page, so I wanted to point all three of them out. Next, we get into high schools again. Being an engineer and someone who loves math, it's very disheartening to see the results in math. I've talked to Mr. Cozart. We definitely have some plans to help improve this, but it's been pretty consistent in terms of the low achievement for math at the high school level. I have a box here around the Eastside campus and you can see

that in all areas for all grades the achievement levels are very low and it's something that definitely has to be addressed going forward. On the next slide, we have HARP Academy and it is the highest performing school on PARCC in the district amongst the high schools. Even still, it's not that high. You have 10%, 20%, and 11%, which obviously there's a lot of room for improvement. Even amongst the most excellent scoring school in the district there quite a bit of room for growth. The next slide is a district level slide and shows all the grades across the top. You have 2015 versus 2016, a year to year comparison and the red and green which show the differences. This was already presented on the other slide, but this is just another representation of that data. Here I compare the schools to grades. These slides here give you all the five levels. I focused a lot on the proficient 4 and 5 levels. This slide here gives you all five levels for every school. If you wanted to know how many students are levels 1 through 5, I just wanted to include by grade level for the district those slides. District level by subgroups - one thing that's always interesting to look at is the subgroups of students. Not just schools, but gender, race, special needs, and English language learners. The next couple of charts go into those areas. This is grades 3 to 8 combined for the entire district in ELA. You do see quite a bit of green there. It's no significant change, except for the Asian students. There you see 9.2%. There are quite a few of them. They went from 450 to 576 this past year. It's not an insignificant group at all. For them to go up 9% in that past year is actually quite significant. That's something I wanted to point out. The other numbers aren't really that great, particularly for the larger groups. That's for ELA. If you look at math, again, it continues to be a problem across the district and you see a lot of red. They're not huge dips. It's not like you're in the double digits or above 5%. Most of them are 1% or 2% dips, but it's still going in the wrong direction. I wanted to point that out a show it to you. That was k-8. Now we're in the high schools. It's the same data. It's 2016 versus 2017 for all the demographic groups. You see a mixture of green and red amongst the groups for ELA and the same thing for the math. You have mainly downward trends, except for a couple of small groups in the district. Those are your demographic results. Here I look at school level results and this is all five levels for all schools. It's a lot of data. I'm not going to go through this in detail, but you do have it before you so you can see, not just the proficiency ranges, but here I actually give you combined 3-8 for the whole building. This isn't by grade level here. This is for the whole building together how they achieved in each level for the PARCC 1-5. Here I have color-coded the proficiency levels again for the whole building for 3-8. You see quite a bit of green, but you also see some areas of red depending on the school. That's there for every single school in the district. We switch to math and you see the same data color-coded for the proficiency. Slides 50 and 51 are the k-8 mathematics with the color-coding. Then we go to high school and you see the same thing again. You have the proficiency levels with the color-coded in ELA. Again, you see quite a bit of red on there as well as the green. The last column is probably the most important, the year to year at level 4 and above. That's the column you really want to be looking at. Those are all the high schools there with the color-coding. The next slide gives you all the levels. For every high school you see algebra 1, and algebra 2, and geometry combined for levels 1-5 for each high school. You see the percentage of students. The last column does show the proficiency and above data there as well. The last one here is color-coded with the high schools with just the proficiency levels. This is math - algebra 1, algebra 2, and geometry combined. Next, I'll speak using PARCC data to drive instruction. I have a couple of slides here. Essentially, you ask questions to guide your reflection. How will we use PARCC data to identify strengths and gaps that exist in our curriculum and instruction? As Ms. Shafer stated, we will be hearing from curriculum and instruction in terms of some of the exact strategies they intend to use and have begun. How will we use PARCC data as a tool to address areas in need of improvement or enhancement? How do we provide additional resources and support for our educators to meet the learning needs of all our students? It's important to break

down data in a lot of different ways. The more user-friendly you make the reports the better people are able to utilize them. One question I got this morning from Ms. Shafer and Ms. Peron was can we see every school by grade 2015-16 versus 2016-17 on the PARCC? My team and I were able to put that together today. Here's an example of it. The slide presentation that I emailed you has every school in it with this particular data too. I just wanted to show you a couple of examples of what it looks like. I have elementary, middle, and high. This is School No. 4. It shows is ELA and math and this is a snapshot for the whole building. You have grades 3-8 here and you see the green and the red 2016 versus 2017 to see which grade levels within the building for each subject were able to grow in this past year. Again, you're just looking for opportunities for where buildings and classrooms may be getting it right. You can try to replicate that. You can go in there and talk to those teachers to see what strategies they're using and to see if their unique approaches might be able to be replicated in other buildings or even within the same building in different grade levels. The next one is New Roberto Clemente. At the middle school level, you see the data for 6-8. Again, you have some red and some green. Within that building there may be opportunities for best practices. You will again see the algebra 1 because they do have some students taking the algebra 1 test, even though they're in grade 8. Next are the high schools. This is information we will share with the assistant superintendents. As they talk to their principals, walk the buildings, and talk to teachers they can speak specifically by grade level in every building, at least as it pertains to PARCC data. Principals are provided with their student level data. All the data that we receive in my office we have a principal drive. Every school has a folder in there and we put all the data in there for each individual principal. The principal only has access to their own school's data. You can't share between. We did share some of this with them before this presentation and they were instructed to only share it amongst their team so they can start doing grouping and things like that in the building and have these academic discussions with their school without having to wait until this presentation. The assessment office disaggregates data further for schools. We get requests for reports for various ways of looking at the data and disaggregating it. We answer those requests throughout the year. Data literacy training is embedded in the principal PD. Also, schools are required to create POC teams where teachers have the opportunity to analyze data, discuss with their peers teaching methods, share resources, and implement best practices in their daily instruction. The next two slides deal with district strategy and I will skip those because they essentially go through the different areas of curriculum and instruction and I know they're going to address those themselves. In terms of key messages overall, obviously Paterson did not sustain the gains made last year on the PARCC, whether you look at the district, grade levels, or demographic groups. If you look at it a little bit more closely, in ELA grades 4 and 5 actually did increase in the district. They increased the most, whereas grades 8 and 11 decreased the most. In the math side, overall there's very little achievement across the board. In math, grades 6 and 9 in particular decreased a lot this year. That will be an emphasis for this coming year. In terms of other key messages, there are examples of higher achieving schools and classrooms within the district as we did see. Principal staff and POC teams must work to find, understand, and replicate best practices both within and across schools using data to guide their work. The district will continue to implement strategies designed to increase student learning and achievement in all subject areas. I do have a second presentation and I'm going to continue into the second presentation before we get to questions. This here is the second presentation. Essentially, this lists all the other assessments. PARCC is the primary assessment for all districts in the state, but there are other exams that our students take. This presentation will cover all those exams. The purpose of the assessments is to provide a fair and equitable assessment system that reliably measures the state learning standards. The state assessment is designed to test students in grades 3-8 and 11. They're designed to demonstrate if students have

actually met or mastered the skills and standards set forth by the NJDOE, Common Core, and New Jersey Curriculum Content Standards. These are all the assessments that I will cover today. The NJASK tests science in grades 4 and 8. The NJBCT is a high school biology exam. Any student taking biology related courses must take that test. Access 2.0 is for our bilingual students. The DLM is for special needs students. The Alternative Proficiency Assessment is a science test for special needs students. Then there's PSAT, AP, SAT, and ACT, college readiness exams. If we look at NJASK science, it tests grades 4 and 8. There are three subject areas that are covered. Life science is the first one and you see the areas there that are covered. Physical science would be the second area. Earth sciences are also covered on the NJASK assessments. If we look at the data, you have demographic groups here for 2016-2017. You can see the year to year comparisons and there was a decrease in performance throughout the district for each group, as you can see in the graph above. Overall for general education it went from 80% to 74% passing. If we look at it in chart form, you see for total students basically from the color shading and the column to the far right for each of the demographic groups with the exception of Asian students there was a decrease in overall performance on the NJASK. This is the fourth-grade level. In the elementary schools these were the results. If you continue here, we also received data based on the district factor group. That's a group of districts in New Jersey that are similar to Paterson. They do this comparison. We're in Factor Group A. You see here Paterson is on the bar graph to the far left in the dark blue. The middle column is our factor group and in the State of New Jersey we're represented by the light blue. You can see the various levels of proficiency on the NJASK at the fourth-grade level. Now we go to eighth grade. Here again you see decreases for the general education students at 57% to 50%. For special needs, it went from 14.5% to 14.2%, so it's relatively even. But there was also a decrease in LEP students, our bilingual population. If we look at it in chart form, in the area of science for the eighth-grade level, you see the red shading to the far right column with the exception of the Asian group. They're the only ones that increased this particular year from 2016 to 2017 in grade 8. If we look at the factor groups, you see Paterson in the far left in dark blue. The factor group is in the middle represented there and then the State of New Jersey in light blue. Now to the NJBCT, which is the science test for the high school students, it covers any course that's even related to biology in high school. It could be general biology, life science, or honors biology. In any of these courses general they have to take the NJBCT. If we look at the data represented there, the data actually went up at the high school level in NJBCT from 15% to 20%. It's actually a pretty strong gain this past year on this particular test at the high school level. General education is 21% to 27%. Special needs increased and so did the bilingual population slightly. This is definitely positive news in terms of the high school level in science. We saw an increase and that's also shown on the next chart where we have green in just about every demographic group. The only one that went down would be the White student opportunity, which is relatively small in terms of taking this test, 57 students in the district. The decrease is significant at 10%. Every other group in the district did increase. If we look at the factor group, you have Paterson to the far left in the light blue in each representation, the factor group in the middle, and the state to the right. You see the definite gap with the state, but Paterson did increase this particular year. The next test is the Access for ELL. This is taken by our ELL population. The first thing you're going to see is a significant dip from 2016 to 2017 from 19% to 4%. There is a reason for this. This test did change significantly this year. I do have the language there on the slide. Basically, the students will need to showcase higher language skills to achieve the same proficiency level. Whenever you raise that bar, you're going to likely see a dip. The state actually told us that you're likely going to see a dip this year in the score because we are raising the rigor for this particular exam. That's what did occur in Paterson and in other districts across the state. That's why you see that

significant gap. Ms. Peron in the curriculum and instruction department can speak to the strategies that they intend you employ for the bilingual population. DLM is for students with special needs and it has four levels – students who are emerging, students who are approaching, students who are at target, and students who are advanced levels. It's given an ELA and math. You can see on the chart here for the grades of students who took the test. You can see the number of students here for 2016-17. It's not significant across the district, but we do have a fair number of students who take these exams and you can see how many were at target or advanced. Somewhere around half to a little over half of the students who take the test are at target or advanced in ELA. When we look at math, we see similar results, meaning that they tend to be near the middle of the pack in the high 30's for the most part, until you get to the higher levels. It does go down in the higher grades, but this is for students who qualify to take these particular exams so that they ensure that they are assessed during the course of the year and not waived from the general test. The next test is for science for students who have the most significant intellectual disabilities in the district. It provides the opportunity for all students, including those with disabilities, to test and for the state to assess that they are also making gains throughout the educational process from k-12. Here we look at the data and we have total groups in grades 4, 8, 9, 10, and 11. It's not a significant number of students, but a fair number and we do track the data. We do receive it from the state and this data is utilized by the special needs department to assess the progress of students. Now we're on the college readiness exams. We'll start with the PSAT. It's an important step towards college. We offer the test in the district in the 10th and 11th grades. The 11th grade is when it counts. That is a test that is given by the College Board. I know personally that I had quite a few friends who have gotten scholarships based on the PSAT. The test cannot hurt you, but it can definitely help you. If you do very well on the PSAT, colleges will take note. You will be receiving mail and you can definitely qualify to get scholarships and admission if you were to score strongly enough. I did pay attention to the young lady earlier who was talking about the PSAT. She's absolutely right. The more preparation you have, the higher your score will be. So it is important that we focus on providing opportunities for students. I will say that I prepared some information on the PSAT, SAT, and ACT. Last year I provided it to all the high school principals and I will be doing the same thing this week as well. They can pass it out, put it in the office, and email to teachers in the building and also to the general community so they will have strategies for how to do better on these particular assessments. The benchmarks for the PSAT you have 10th and 11th grade. Depending on the grade you take it in, the benchmark is a little lower for 10th grader than it is for 11th graders. They essentially say if you meet these benchmarks, then you have about a 75% likelihood of achieving a 'C' in your first semester of college. That's what the College Board says and what they base their college readiness benchmarks on. If we look at Paterson students in particular, you have every high school on the far left. The number of students who took the PSAT, and what percentage met both benchmarks, in English and math, as well as the overall score for the students as a group. Then you have for the district and the state the percent that met the benchmark and the total mean score for the district as well as the state. You can see that New Jersey, which overall is a fairly high achieving state on assessments, obviously there's a gap there that we're looking to close over time with the students in Paterson. Next you will see a fall exam. That was 10th grade in the first chart. This is the 11th grade. You also see all the schools on the left, the number of test takers, and the percent in the district and the state who met both benchmarks. With the state being up near half, we definitely want to work to get our students up in those higher ranges as well. The AP is not really a college test, so to speak. It's a course that you can take where it has an end-of-year test at the end. The AP exam is offered on a number of subjects and students can get college credit if they were to score 3 or above. If you look at Paterson data in particular, I have 16 and 17. A number of students tested

in Paterson on AP exams and the number of students who scored 3 or above. Remember you need 3 to pass. The test goes from level 1 to 5. You need a 3, 4, or 5 in order to “pass” any of the AP exams. You see the percent of students. We went from 10% to 12% that actually passed 3 or above. That's good progress, but obviously we want to get that higher. I give you more detailed data here. I wanted to see for every level of the test, 1-5, and then for every subject that was tested in Paterson how many students scored at each level. You see that on this chart here and you can see only two students actually got a 5, one in psychology and one in world history. You can see the subjects as well as the score for every one and the percent of the total exams that score represents. The 2% is only .7% of the students who received the 5. If we go to the next slide, you can see by high school the total exams that we take. We can see that STEM at John F. Kennedy is leading the pack with the number of students who are taking the exam. Unfortunately, most of those students are not passing the test. While it is positive to take the most rigorous course, the goal for an AP course is to pass the exam. There definitely needs to be a look at how to ensure that more students pass the test. You see the percentages at the bottom again based on the total number of exams and what percent of the kids got each score. The SAT is the next exam. Again, you see college readiness benchmarks. It's about a 10-10 that you'd want to get on the SAT in order to be “college ready.” If we look at Paterson, the exam is given several times a year. For each administration, you see the number of test takers in Paterson, the percent who met the benchmarks, and the total score against the state as well. Here is more detail for Paterson. Each high school is represented. You see the number of test takers from each high school, what percent met both benchmarks, and average score. Then you see the district and the state as well on the side for what percent are meeting the benchmark. In New Jersey about half the kids who take the test meet the benchmarks, versus Paterson which is 8%. The last test is the ACT. They also define college readiness benchmarks. You need to get somewhere in the range of 22 overall on the test to meet the college readiness standard. It does break it down by subject there. If we look at Paterson, you can see the percent of students ready for college courses work in these various areas, English, algebra, social science, biology, and meeting all four. This is the district versus the state. We have that data for not just our district but all of New Jersey. You can see the gap between the district and the state. The last slide is year-to-year the number of students who tested for the district and the state on the ACT. A lot of people might not be familiar with the ACT but over time this test has actually overtaken the SAT and is given to more students throughout the US at this point. You can see here in both Paterson and New Jersey more and more students are taking that test every single year. It is growing. It is a good test. I actually coached the ACT for a number of years. I found it to be a better test than the SAT, but with the most recent change in the SAT it essentially copied the ACT. They're very close in terms of the exams now when you look at the various sections of each test. I advise students to just take both of them and the one you get the highest score on you can use for your college applications. That concludes all the data for the exams given throughout Paterson.

Comm. Martinez: Where is the rest of it?

Dr. Campbell: It's in the email. It's over 80 more slides. What I sent to the district email is the full and complete presentation with the appendices.

Comm. Hodges: I can't open that.

Ms. Shafer: I'm going to ask Eric and Joanna to come up. While they're coming up, I just want to also tell you about some challenges that happened last year that we should also know about. They're not excuses, but challenges. We force placed teachers due

to a RIF that we had. As a quick example, there was a high school teacher transferred to a sixth grade math class because she had the certification. In that particular class there was zero percentage passing. There are some things that you're forced to do. If someone has tenure you have to find a vacant position for them in whatever they're certified. That's something that we did last year. We also have a transient movement with teachers from grade to grade and content to content. It makes it difficult for teachers, not only to master the craft, but also to be comfortable in what they're doing. We're going to look at all the transfers that take place throughout the year of moving teachers from one place to another and begin to try to limit that as much as possible. They also get a lot of training. They had a lot of training for a particular area and grade and then they're transferred out. It was also the first year of the New Jersey Learning Standards for Students curriculum implementation. We had an increase of new students hired, but we could not provide professional development. We could not pull them out anymore and we cannot afford to do summer professional development because of the lack of funding. In the area of the bilingual students, for math there's no exemption. If a child came from another country a week ago then they need to take the PARCC exam where in ELA they don't take it until the following year. That doesn't help either. We had an increase in the bilingual population of 328 students, which was an 8% increase. We all know about the chronic absenteeism problem at the high school from 20% to 97%. Due to underfunding we have increased class sizes. We did an activity in December which was right-sizing. Classrooms were consolidated and teachers were moved because we had vacancies and we just could not hire new teachers because of the lack of funding. Those are some things that happened. It's certainly not the reason why the scores are what they are. What you're going to hear next is what our focus is going to be going forward to increase student achievement from our instruction and program folks.

Comm. Hodges: With all due respect, Ms. Shafer, I'd like to know if your presentation is going to include what you feel are the causes of some of these. Will there be a more in-depth discussion of what you think the causes are?

Mr. Eric Crespo: We will be reviewing some of the strategies we'll be implementing. There are some details on the form you have. I will not read it word-for-word, but after we will allow for questions so we can get more in-depth if you'd like.

Comm. Cleaves: If they don't address your question, then they will do it once you ask it after the presentation.

Comm. Hodges: It doesn't help me if I don't know what the strategy is aimed at.

Comm. Cleaves: The strategies are aimed at the presentation that we received. We know what they look like.

Comm. Hodges: I saw the scores, but I don't know what's causing the scores to be...

Comm. Cleaves: Ms. Shafer just read some of the causes, not excuses. We probably can all come up with a cause ourselves, but let's hear this and then we'll continue.

Mr. Crespo: Thank you. This action plan was created based on the data of some of our preliminary analysis. The strategies we're about to present to you some are already under way and some are in the planning phases. Strategy 1, data analysis, we actually break down the assessment by standard and also by school. Each school will actually have an individual plan based on their successes and deficiencies. We have a new intervention program for math and ELA and in the high school. This is the first time

we've had a math intervention program at the high school that was Board approved last month. It will be professionally developed this month. We're planning a k-3 districtwide reading program. This is something that we've talked about and something that has been on Ms. Shafer's radar and one of our goals. The committees are going to form and they feature principals, teachers, students, and parents as we choose this new reading program. We've already implemented a new vocabulary program, our first, from k-12. We're continuing to professionally develop our teachers. We've started that already. We also have our site word initiative in our early grades.

Ms. Joanna Tsimpedes: As we know, algebra 1 has now become a graduation requirement for the State of New Jersey for the class of 2021. We have students entering algebra 1 with a ton of deficiencies and foundational skills. That's what's causing us to look at these intervention programs. We purchased a program last year in the middle of the year. We had a half year implementation and this is the full year of it. It is specifically for students who are in the 10-credit algebra 1 course deemed by the data in eighth grade that shows that they do have a great amount of deficiency and will need the additional support in algebra 1 to make the gains necessary to be proficient. One of the challenges that Ms. Shafer spoke about was professional development. If you cannot pull out the teachers for professional development you cannot develop the capacity in the classroom. We have hired many new teachers within the last two years and they barely received any professional development because of the fact that we could not pull them out. What we want to do this year across all content areas is to have the capability to pull out our teachers to conduct professional development for content specific pedagogy as well as expectations for that grade level. When you're brand new to a grade level, content, and teaching it's not enough just to give them a welcome address at the beginning of the school year and send them on their way within those four walls. The other piece that Dr. Campbell mentioned through his presentation was looking at the classrooms in the district that we see have the performance. What are they doing differently to make those gains? We want to identify model classrooms in the district to become peer visitation centers for our new teachers and teachers who struggle so that they can see for themselves it can work. They just need the extra support. We also want to identify teachers who require additional support who have been in the system for years. It's not just new teachers who need support. As Ms. Shafer said, there are teachers who have been moved from grade to grade and content to content and need to be able to build capacity within their content they're assigned to.

Mr. Crespo: When we look at Number 9, we look at collaboration between content and program area supervisors. For example, we have English language learning students in our general education classrooms, but sometimes our general education teachers might not be equipped to deal with them. So we want to make sure that our bilingual supervisors are working with those teachers as well. We want to align ELA and math unit assessments to PARCC task items so that they can mirror each other. It will just provide more exposure for the students so there's not a surprise when they're taking the assessment. We want to build a connection between informational text writing and reading in science and social studies. When it comes to reading and writing, it is not just for language arts teachers. It is actually a whole school approach. We want to identify strategies to increase the academic capacity of our ELL students. We have dedicated professional development to academic vocabulary talk to writing across curriculums for our ELL students which we think will increase some of that Access testing speaking and listening and reading and writing.

Ms. Tsimpedes: We want to create consistency across the elementary schools with regards to scheduling so that what a student has at School 1 he will have the same capabilities at School 9. We are going to create a committee composed of district

administrators, principals, teachers, supervisors, and parents where we want to create a universal template which will be utilized in all the elementary schools so that we can cover all of the elements needed within the time constraints. One of the things that we face across the board, especially in science, is the limitation of time. If we have a universal template there is no reason or excuse not to embed the time that is required in the program. In order to move forward, we need to identify districtwide core beliefs and communicate them to the entire community. Why are we here? What is our belief? What is our purpose? That is something Ms. Shafer is working on with her cabinet. They are meeting tomorrow regarding this initiative. It's something that needs to be embedded within the district. We should be able to walk around any school and see the same core beliefs. Why are we here? What's our purpose? How are we explaining that to our parents, teachers, community members, and anyone who comes into the City of Paterson? Developing a textbook adoption plan – we've heard the parents speak about wanting a textbook. We've heard the teachers saying they need something tangible. We've heard administrators and the Board. We're putting together a textbook adoption plan. We'll be forming committees and we're going to do it in intervals. Because the cost of implementing a textbook plan is very costly, we are going to have priorities and move from there. We want to give ourselves a timeline after we meet with the committee once we've created it to decide how we will prioritize, who will receive the textbooks, what grade levels, what contents, and so forth. Marguerite spoke to you reading the Saturday program, which would also help our students with their deficiencies. We're incorporating a STEAM component so our students can see the science actually come out through the math, arts, engineering, and so forth. Lastly, if our students are not sitting in the classroom they're not learning. The chronic absenteeism initiative that came forth this year will truly help us to keep the students in school. The more time they're in school, the more time they are learning. That is needed by the support of everyone, including parents, community members, staff, and everybody in general to ensure that our students are in class. Those who are not present are not receiving the education they deserve.

Ms. Shafer: Let me just make one last comment concerning what went wrong or what is wrong. Once they do the data analysis around the questions and they find out exactly what skill set is it that, for example, the third graders are not grasping, then that is when curriculum and instruction will focus on that. That was really number one for them, to look at the data analysis and dig deep. What is it that our children aren't getting in each grade level and school and with the teacher that they have? Then we can be able to put together individual plans for those schools. Until they do that deep digging, we're not going to be able to know.

Comm. Hodges: That's exactly the concern that I have. We used to have those reports that we had to submit every year. It would be the same report every year. We had deficiencies, we said this is our plan to address that, and every year it would be the same thing. I would sit there and scream saying, "Wait a minute. What are you trying to address?" In medicine if a patient comes in, we look at his blood and say he's got a problem with magnesium. I won't just give him all the medicines I have in my cabinet because that doesn't help him. I want to know is his problem his heart. What kind of problem does he have with his heart? Is it a problem with blood flow? Is it a problem with blood pressure? What specifically do I have to attack so that I can then put my energies towards attacking it? When I see this I'm frustrated because I know this is a shotgun approach.

Ms. Peron: It's not a shotgun approach.

Comm. Hodges: It appears to be, that's the problem.

Ms. Shafer: We probably didn't do the plan its' due justice. If you look at the first one, this is the data analysis. We know this is all of our problems. We have not focused on academic achievement to the point where we really dig deep and find out what is it that children are not grasping.

Comm. Hodges: Exactly.

Ms. Shafer: That's number one. We can't continue until we do number one. That is exactly what we're going to do and that's why it's on here. They're in the process of doing that, but it takes time when you have the number of schools we have and the number of scores. In addition to that, it's very clear if you look at the scores that our math scores at the high school are horrific. They've been like that for a while. When we put the full-court press for the HSPA they got a little better, but since that is now gone they've dropped again and they have stayed stagnant. That's why we're looking at putting in a math intervention program. Back when we did high school renewal we did put a reading intervention program, which was Read 180. It helped our kids tremendously, but it did not address math at all. We're six years behind. With high school renewal and we never addressed the math. Number three, we've been talking about this. If our kids aren't reading by grade 3 on grade level, it's all downhill from there. We're running as fast as we can, but we need to first do the data analysis by school, by question, by skill set, but all of these other things have got to be in place as well, like the vocabulary program. It just goes on and on. Some things are in place already and others are coming. But the big piece is going to be when we do the data analysis we'll come back to the Board and we will tell you in third grade in 10 of our schools the kids are not able to multiply fractions. What are we going to do about that?

Comm. Hodges: Exactly.

Ms. Shafer: In some schools in third grade the kids are doing it. There are some best practices there. We wanted to give you a plan because I sat for a while and I heard the same kind of questions. As a result, we'll get you a plan. We have the framework of the plan, but now we have to start implementing the plan. The first thing we need to do is dig deep into the data and analyze what the kids did right and didn't do right across the district so that the principals can focus on it as well, but we need to focus on it from the district down.

Comm. Hodges: That's what I was hoping to hear. We used to talk about strands, which would hone down and show you this area is a problem. I didn't get the sense that we were talking about this or were looking at it at all. That's why I asked and hence my frustration. I don't want to be given a plan. Why can't the kids read? Why can't they have comprehension? Is the curriculum the problem? Is it the teacher? This says it's probably no teachers, the wrong teachers, on and on, but I don't think that's the only problem here. That's what I'm hoping to hear and I thank you for elaborating.

Ms. Tsimpedes: I just want to elaborate something regarding the data. We're lucky that PARCC releases the type of data that it does. With NJASK we didn't have that to an extent. We're looking at our evidence statement analysis for each school and by district to identify the needs. That's where the PD development comes. Now that we identified the need, what are we doing? Sitting here and sending an email out this is what we're working on, we need to show the teachers strategies to build capacity for themselves so they build it with their students. Sometimes we overlook what standards say or what the expectation is. This is why we're taking this routine. It's going to take us a while because we are talking about over 50 schools in the district to ensure that we are

helping each school build capacity. It's not enough just to look at the data. It's what you're doing with it afterwards and how it is affecting students in the classroom. Just putting a piece of paper and saying this is your score and this is what we looked at isn't enough for us. We need to target down and understand where the breakdown is, where the gaps are, and how we are going to bring it together. If you look at the whole section of identifying model classrooms, we need to go into those classrooms and see what's going on. What's making it work? They also can become spearheads in the district and say our students can learn. Everyone has sometimes a connotation that they can't learn. Yes, they can. They absolutely can learn.

Comm. Mimms: I apologize for being late. I had another meeting before this one. Before we get into this, let me just say thank you to Ms. Shafer and Mr. Morlino for the drug-free signs at EWK, as well as the repair work that was done meticulously at School No. 6. I want to thank you for that work. I also want to thank Ms. Shafer and Ms. Coy for the presentation that I requested on special education. I think it was very important. I wasn't here, but I read the packet and I'm very appreciative. I also want to commend the fact that we have this data. We've been waiting for it and asking. I remember last year we were in Atlantic City, myself and Dr. Campbell, and we were trying to figure out how we get this data and how we utilize it to get what we need. There was a request and we were there together. You got it and I'm grateful that we see it. Now with the list that we have there are a few things that I think will help build the model that we're looking for that would bring the triggers that Dr. Hodges is talking about. When you talk about culture and climate, and that's one of the areas that we have a big problem in, I think that each of these items that we're trying to drive home to find the data to needs to be correlated to culture and climate. How do we increase that within the classroom for the students? How do we do it for the teachers and for the administration? It's not correlated here. I think it needs to be identified. There's a model classroom for the district, but I think we need to correlate it to culture and climate. Also, I see here there's a model classroom, but I think I've requested and it would be great to do peer-to-peer coaching. Whatever those teachers are, they can provide the training which probably will increase culture and climate as well to the other schools in the district. It's good locally to be competitive amongst the schools to identify, but I would love us to be the model for the district. I would love all the plans that we are doing. How do we get there? What were the triggers? What were the metrics? What was the analysis? It's not just internally for Paterson, but it can be used as a model for the state district. The other thing that contributes to the learning process is the absenteeism rate for our teachers and our IA's. I would love to see an initiative in here because there's an initiative for attendance for our students. We need an initiative for our teachers. How do we get our teachers in the classroom? If the students come to school and there's no teacher, substitutes don't cut it. We have a substitute percentage rate of 95% or 90%, but we have approximately 280 minimum teachers or IA's absent every single day. It is higher than that, but that's a minimum. We have to find out how to get our teachers in the classroom to ensure that our students are learning. If a substitute is there, that's not certified instruction time. I would love to see this data and some of the best practices that are happening in School No. 28 and Alexander Hamilton Academy built into a model that can be replicated or implemented into other areas. I know we probably have to streamline them based on the school, the metrics, and all that, but it would be nice to see those models instead of trying to recreate the wheel. We can use them as models that we can overlay into different schools within the district. I have one more thing. You had a lot of different numbers here and data plans, but I also want to see a perpetual growth plan over a time span of how we're growing. What are we doing? What are the targets that we're looking for? Not what they're doing, but what is our internal target? Are we looking to increase by 5%, 15% or 20%? We need to challenge ourselves internally in the district to meet certain metrics, whether we have some wiggle room or

not. We need to challenge ourselves and then we work towards those goals. Great job for all this work Dr. Campbell because we've been waiting for it for a while. We know we just filled this position a couple of years ago, but this is a great start. I know we're going to do some great work with this. I just wanted to thank you for that.

Comm. Capers: Thank you for all the great work you guys did on getting all this data. I have just a couple of ideas. This is something I had talked with Ms. Shafer about. With this plan in place how much of increase in percentage do you guys look to have, especially in our high schools? Is there going to be a great percentage? Are we looking for a 5% increase with the plan you have in place?

Mr. Crespo: Before we come up with those types of numbers, I'd really like to dig deep into the standards and see the deficiencies to see where the lack is in terms of standards and content areas. Do we have to go cross curricular? Then we can probably come up with some sort of number.

Comm. Capers: To Ms. Shafer, we had an offline conversation about this. Now this is an idea where our students can accelerate more if we really look into having legit elementary schools and middle schools in our different wards. Those teachers in the middle schools can learn from each other. Just take School No. 30 for example. That would be one middle school. You have grades 6-8 with multiple teachers and students where they're all learning from each other and they're all on the same learning curve. I think that's one thing. In our high school program, just looking at the math PARCC scores, and just take our business school, and they have math in there, they're the lowest. What students are we accepting into these different schools? Are we setting them up for failure? We have to look at where we're putting these students in the schools. If we have a STEM program, what students are we putting in these different programs? I'm looking at math at International. That's one of our top schools, but it's coming second in math. We just have to look at where we're placing our students. Are we putting them in the right place for success and not test?

Comm. Cleaves: When I was reading it, I asked how many more tests are they going to take.

Comm. Capers: That's something we have to look at too, where we're placing our students, especially our high schoolers. If you look at the English I guess they're both on pace. When we compare it to the state it's just alarming here. I think that's something we have to look at long-term.

Comm. Redmon: I would just like to say I'm a little curious if we can implement for early intervention as far as pre-k. We can have our students come in earlier for them to have these types of measures coming in. For example, we have students for kindergarten and we're also looking to do a Saturday program. These programs for testing should be included in that program, not just for them to pass the next grade. It should be something implemented with them going all year-round. We can test the measurements year to year all year-round.

Comm. Cleaves: Why didn't you run the reporting by cohorts to follow a particular grade level of students so we can see the comparison of the actual grade?

Dr. Campbell: I've seen that type of report done before. Obviously, I can just shift my page over to the right and it would be that. I can create that report. One of the primary issues I have here is transiency. It's not the same students. I agree you can just see it and that's true for even some of the reports I have produced. Even though it is year-to-

year, it's different students. We have that much transiency in our schools. I agree. I can make the report. I can do that to show more or less 10th grade from year to year that same cohort of kids what their percentages look like.

Comm. Cleaves: Maybe the schools that are doing well have less transient students.

Dr. Campbell: Could be.

Comm. Cleaves: That could be why their scores are continuing to grow as opposed to jumping up and down or failing.

Dr. Campbell: I've seen that report mainly for attendance, but you can do it for testing as well.

Comm. Hodges: Another question that Comm. Castillo and I were discussing was the impact of immigrant students coming in and us not having the level of services that we need. Is there some way we can capture their impact? Not the students who are going into the Newcomers School, but the students who are still getting into the system and then they struggle until they catch up, which may lead to some of these struggles that we have in academics. I don't know how you look at that.

Ms. Tsimpedes: That's something we're looking at also for instruction and program. As Ms. Shafer said, if you look at the students who come in, regardless if they came in the week before PARCC or a year before PARCC, they're taking the PARCC assessment for math. I cannot fathom why they allow that to happen because PARCC math is mainly reading comprehension. You have to be able to read and understand in order to answer what the problem is asking you. That's why when we were looking at the data we actually want to see those new students outside of the magnet program because those magnet students do take math regardless. Also, we have Syrian refugees from School No. 9 who came last year. All throughout the district all schools take in immigrant students. We want to see the impact as well that it has. We have to be realistic also to those students. They're coming with a break in language. They're coming with baggage that we may not understand the challenges. Then you expect them to sit for a test and be proficient in a test which they've never seen or a language that they may not even understand. That is something that the bilingual department is working on closely because we need to find strategies to help these students to make their experience more worthwhile as well. It must be frustrating for them. Think about coming to a country not knowing a lick of English and being expected to embrace yourself in all the work that everyone else is doing. We have to look at the social/emotional aspect of our immigrant students that are coming here because it is growing.

Comm. Hodges: That has to be tracked very closely. Years ago, when we were the Abbott district, these smaller towns couldn't understand why we needed that kind of money to address those needs. Now they find themselves in the same situation and now they're screaming for money because they're seeing those same types of impacts on their districts. Now we actually have a competition for those dollars. We're going to have to be able to demonstrate that there is a significant impact on our performance by these students and we're not able to provide them the services that they actually need in order to help them move forward, which would give us an argument for why we need more funding. I don't want to give you the impression that I don't appreciate this. I do.

Ms. Peron: I know. You're looking for specifics and this plan here does not include the specifics, but in conversation with Ms. Shafer I said that we will present to you how we

go through our evidence statements by grade level and by school and give you a caption of what we do when we get that information and we sit as a team to look at the different standards and skills and how we do develop or propose different professional development. Last year writing across the curriculum in the middle grades was something that we learned through PARCC was very much needed. We worked on that and we did bring in professional development for our teachers and the scores show. There's more work to be done, but we're going to break that down for you, Dr. Hodges, so that you can see specifically for the Board and for everyone in math and ELA. We'll take it in early elementary, high school and middle school, and we'll do a presentation for the Board. I'm not a proponent of PARCC, but the evidence that comes in and how it comes in is very specific to students, schools, and grades. That's one thing that is helpful, as opposed to prior state assessments.

Comm. Hodges: Part of my concern is that you're starting your budget process. So we need to know what kind of additional resources or where to focus the priorities so that we can support you in what you're doing financially and also be able to go down to Trenton and scream at them about what our needs are. Every year we used to get that report. It was CAPA.

Ms. Peron: CAPA was before NJQSAC and they used to come in and do the visits to the schools. I remember that.

Comm. Hodges: Our response was a list of things we were going to do every single year. You just saw my flashback.

Comm. Mimms: With all the academies and the way they're broken down, I just wonder. I look at some of the high schools and some of the percentages are higher in academies such as HARP. School 28 is higher. You have the Gifted & Talented. It would be great to see if we could find the data to identify the students that applied for it but really are not applied to those dynamics of that curriculum. That could be the problem too. They get into these schools, but that's not their area of expertise. That's why we're seeing that. I know we came in with these academies at one time and they were amazing. But we may need to reevaluate these academies that we have in place and if we need to consolidate or reconfigure some of the programs, I think that may be something that we need to look at. That could be our problem. You probably have kids that are in education, but they really don't want to be a teacher. They're there, but they're not going to do well in that school because that's not their area. I think that's something that we need to look at. We need to look at the configuration of the academies. It worked well at one time, but just because something starts off well doesn't mean we need to keep it forever and ever. That could be one of our problems that we have with our data and some of the numbers that could be skewed or varied.

Comm. Capers: Thank you for cosigning, Comm. Mimms. I appreciate it.

Comm. Cleaves: Actually, you're getting ready to cosign her because she told me she wanted to speak.

Comm. Capers: I said it first. Along with that, can you send us the vetting process on how we put these kids in these different academies?

Comm. Cleaves: It's a lottery.

Comm. Capers: On all of them?

Comm. Hodges: Therein lies the problem.

Ms. Shafer: It used to be an application process, a hands-on project, and an interview. Then we moved away from that to a full lottery. Susie and I have already talked about looking at that because it's not working. We'll be looking at that again and bringing it back to you. Most of the students that are going to the offsite academies are not always going for the right reason. They're going for the small environment and not the comprehensive high schools.

Comm. Capers: The parents don't understand that as well.

Ms. Shafer: Exactly. Our results were much different – and Dr. Hodges would know this – when we did have an application, interview, and a hands-on project. When those students got into certain academies the test results were much better.

Comm. Capers: How can we get back to that? If that works, I don't know why we changed.

Ms. Shafer: It's a double-edged sword. We go right back to creaming the top and the comprehensive high schools, for lack of a better phrase, become a dumping ground. We're going to have to really look at how we can do it, but we're going to have to look at doing it differently. Maybe not going back to what it was, but different than a full lottery.

Comm. Capers: That's the problem.

Comm. Hodges: One of the things you're going to have to address is making the thematic high schools have fidelity to their themes. We're not close to being where we need to be. That's a big part. When will we revisit this?

Ms. Shafer: They're working on the data analysis. We're going to come back and show you exactly what they did and what are the areas of deficiency across the board by grade level so that you'll have all the information. Then they will be able to take a look at what the strategies are. These are some, but what are the strategies that are really going to hone in on those deficiencies.

Comm. Hodges: And what's it going to cost.

Comm. Cleaves: Thank you, Ms. Shafer and Dr. Campbell.

Ms. Shafer: Thank you Joanna, Eric, and Dr. Campbell.

REPORT OF STATE DISTRICT SUPERINTENDENT

Ms. Shafer: I'll save my report for the next meeting, but what I do have is there is a change in the science assessment. I just want to make sure that you have it. The new science assessment will be administered in spring of 2018 using the New Jersey Student Learning Standards. We were required to have them implemented and now they will be tested in the spring. The science assessments will be for grades 5, 8, and 11. There will be no more grade 4 science assessment.

Comm. Hodges: No more grade 4 science? When you don't assess it, they stop teaching it. Do you realize that? That's been a big problem. They don't teach it now.

Ms. Shafer: That's a state decision.

Comm. Hodges: How do we counteract that lack of emphasis? They're just going to go right past it again.

Ms. Shafer: We talked about having a standard template schedule, a universal schedule. We have the same start and end time in all the elementary schools. There are some that have an extended day, but that has nothing to do with the regular core schedule. If we have a standard schedule we have the instructional model, then we should see science in every school for every grade. We should see that. We're putting together a committee to have a standard schedule to take a look at that. Then you will see the instructional model in the schedule and science will be in there.

Comm. Cleaves: It will be in there, Dr. Hodges.

Ms. Shafer: Music and art.

Comm. Hodges: I just want an assessment tool to make sure everybody is where they're supposed to be. You could have a school decide to teach it at this level and another school goes up here. Then at the end of the year they take the STAR test, one of them fails, and then say, "but I have all A's."

Ms. Peron: That's the hidden curriculum that we need to work on.

Comm. Hodges: Exactly.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICY FOR SECOND READING

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

Comm. Cleaves: Speakers, just be mindful you have a three-minute limit, even though nobody has paid attention to the limits this evening.

Ms. Rosie Grant: Good evening, Madam Chair, Commissioners, Madam Deputy, and Madam Superintendent. Thank you for this opportunity. I was unprepared because I thought there were people ahead of me. I'd like to start by asking for copies of tonight's presentations. Thank you so much. The conversation about the bus company hardware and software was kind of puzzling to me. I don't understand why we can't hold the bus companies accountable and make sure that they walk the bus and make sure it's empty at the end of the day and why we should have to spend more money because they're not doing their job, which they're handsomely paid for. That's at no additional cost to the district. I also was perturbed that someone would come here and present and not have any numbers for you. You have no idea of what it costs. You could have gotten a rough estimate per bus and per routes of what approximately it would cost the district. That was troubling. I'm glad to see that we have a detailed plan for special education. I thank you for doing that and that it's being aggressively implemented. I too look forward to 100% compliance, which would mean that we're serving all our special education children and meeting the needs in their IEP's, which is what we need to be doing under the law. I know that progress takes time. The Saturday program presentation was wonderful. That we're looking at enrichment programs rather than punitive programs is a great step in the right direction. I like the outreach plan to get to the kids who really need it most. That's a good suggestion, Dr.

Hodges. I want to put a plug in to also add arts and music. I didn't hear that in the plan, but I'd love to see that it is a part of it. I didn't hear that in the presentation. We have a long way to go in student achievement. We do all know that. I just have to say that I still have concerns about the PARCC. As you know, PEF is party to a lawsuit to have the PARCC removed as a graduation requirement for our kids. New Jersey left the Common Core, but continued to use the PARCC exams for purely political reasons. I was told by someone at the DOE that districts invested so much money in buying curriculum that's aligned to the PARCC so we can't now pull the PARCC. It's there now just for political reasons and I hope that it will go when we change governors. While I don't support the PARCC as the right measure and also that New Jersey is one of seven remaining states using the PARCC from the consortium and only one of four that use it for graduation requirements, we need to do better when it comes to student achievement. We need to look at those other measures and figure out which ones really indicate how well our kids are doing. The ACT Dr. Campbell recommended was one of the better tests when looking at college readiness. We need to find a package that works for us and we're also advocating for that at the state level so that we find something that works and will meet New Jersey's graduation requirement, or rather, a New Jersey graduation requirement that will meet our needs in saying how well our kids are doing. Outside of that, I was interested in the remedies, action plans, and teacher professional development. The one comment I want to say there is everything we've heard from teachers over time is that the professional development provided by the district does not necessarily meet their needs. I'd like to ask you to please find out what it is that the teachers need. Peer professional development works. We've seen it work over and over again. There are other models than doing the same thing to the teachers as what we do to the kids in the classroom - we sit them down and talk at them for a day. Please do some homework and bring us some innovative professional development that will make a difference in the classroom. Thank you.

Ms. Marcella Simadiris: Praise the lord everybody. I'm going to start backwards. There were a lot of presentations. There was a lot to process. I would suggest presentations of that magnitude be spread out and don't have them all in one night because they're important and we need to pay attention and process them. With regards to the strategies, I like the one about what is our purpose. I would like to suggest our purpose is using our strengths to help our students find their strengths and not so much always focusing on their failures. With regards to the data presentation, I would like to see a data analysis by cohort. Sitting here as a teacher and listening to Dr. Campbell talk about a school and looking across the grades at a specific school and assuming that from drops in particular grades that it may be the teachers rather than taking into consideration different groups of students. If we were doing that, it would be better to compare it in cohorts and be consistent over a few years and not just look at one year. I would like a data analysis by cohort inclusive of attrition and retention. I would like it to pay a lot of attention to the performance levels. I would like to see if the higher achieving students showed more growth. I think if we looked at that it may be an indicator to see whether or not the interventions for our low performers are working. A lot of times with our low performers were focusing on that kill and drill and we're not providing opportunities for them to apply it. If you go into those STEAM programs over the summer, I don't think you're going to see a lot of those low performers. They're in summer school with those kill and drill classes because they didn't pass STAR. I would like to see some analysis on that data and compare the growth of our higher achievers to our lower achievers. With regards to Ms. Sullivan's program, I love the idea of the 3D porotype of student solutions. I do believe that's where true learning occurs, when we're actually applying our standards to our own realities and fixing problems. I love that idea, but I got scared when I heard all the talk about pre-test and post-test. Dr. Hodges, assessments don't always mean that there's learning happening. We can

have performance assessments. That whole 3D prototype thing could be an assessment in itself. How well did they solve a problem? We don't always have to test our kids. Our kids get tested a lot. With regards to the special education presentation, there was a lot. I don't even know if I can cover it right now. I will say I served on the curriculum and instruction committee for two years and I don't believe I ever saw the supervisor at one of those meetings. Having the supervisor attend the curriculum and instruction committee meetings would be helpful. There was a lot more that I had to say with regards to that presentation, but I'd probably go real over.

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.

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 September 2017, beginning with check number 207054 and ending with check number 207417, in the amount of \$16,499,143.41, and bills and claims dated October 3, 2017, beginning with vendor number 4000009 and ending with vendor number 4000937A, in the amount of \$12,937,110.89; 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.

Comm. Cleaves: I have a suggestion for the finance department. The first check number, 207054, we're voting now for the check payment. On the second one, we're just voting on that vendor number right now. These actually should be two separate resolutions because they're two different actions. We already voted to pay the \$16 million one because that's from September. The \$12 million one is for October. I think they should be separated just to keep clarity. That's my suggestion.

Comm. Rivera: Just so you know, we didn't meet. We were supposed to meet yesterday. I don't know who put this together. I know the bills list was emailed all of us, but regarding this summary here on the agenda, I don't know who put that together.

Comm. Cleaves: Okay. We've already approved that one, but they bring it back for us now to approve sending the check out. We have to approve the bill and then we have to approve the payment. Vendor #4000009, we're approving the vendor number, which is this dollar amount. We will see this number again.

Comm. Rivera: I'm very confused because once we approve the bills then payment goes out. We don't have to approve the payment to go out.

Comm. Cleaves: Go back and look. It's been happening.

Comm. Rivera: In the finance committee we don't get this agenda. What we get is the actual bills list.

Comm. Cleaves: I don't know if the BA is on a lag or what have you, but in the past couple of months we've been doing it like this. These are two different items happening in one resolution.

Comm. Rivera: It doesn't make sense, but we'll look into it.

Comm. Cleaves: It doesn't make sense.

Comm. Redmon: Since we already voted for September, why don't we just pull that off the agenda and just vote for...?

Comm. Cleaves: We have to.

Comm. Redmon: The payment should have gone out already. When we voted for this at the last meeting the payment should have gone out already.

Comm. Cleaves: The BA is not here.

Comm. Redmon: What we should be voting on is basically the vendor numbers for October.

Comm. Rivera: There's no such thing as approving the checks to go out. We approved the payment of that.

Comm. Cleaves: We're approving the vendor number.

Ms. Cheryl Williams: You're approving the bills under the vendor number, but the auditors want to see the check numbers were approved at some point. It's been happening for about a year now.

Comm. Cleaves: That's why you see it twice. That was just my comment. It's been happening for a year, so they have to straighten it out in the business office.

Comm. Mimms: So what's the recommendation?

Mr. Murray: Perhaps you might want to do it as you've done it before in the off chance that if you don't, somehow checks don't go out. However, you only have to approve it once. Once you approve the payment of the bill, it's a ministerial act and you don't have to direct it. Period! Right now, unless we can be certain that we will get the check sent out to the vendors we might want to vote the second time. Only because there's been a long experience, which is coming perhaps to a change of approach. I've been through this process on your behalf. We had a settlement of a case involving the boilers. We settled the case and I thought the check would go out. It didn't. You then approved the amount and I thought the check would go out, but it didn't. You actually had to again vote. None of it makes any sense, but it was the only way I could get the vendor paid. That was after he sued us.

Ms. Shafer: We will look at that.

Mr. Murray: We will look at it, but to be careful tonight if there is some obscure process it would hold up payments for the next two weeks. In the future, the finance committee can look at this and correct it because it only should be voted once.

Comm. Cleaves: Correct. That's what I wanted to bring to light. We should only be voting on it once, not twice.

Comm. Capers: I'm so confused.

Comm. Redmon: The suggestion of our attorney is to keep it on the agenda.

Ms. Shafer: Let me suggest that we continue doing what we've been doing and I will address it tomorrow. The last thing we want to do is not pay vendors. We're trying to improve our reputation. I would suggest we continue to do it, but we will address it tomorrow with the business administrator.

Comm. Hodges: Madam Superintendent, do you still have veto powers? You still retain them in fiscal, don't you?

Comm. Cleaves: Yes.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. 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
Nicole Brown	Best Practices in Literacy Instruction: Deepening Understandings of Workshop Teaching	October 11, 2017	\$100.00 (registration)
Supervisor of Humanities/ Academic Services	Whippany, NJ		
Christopher Irving	NJCSA Annual Conference	October 17-18, 2017	\$320.99 (registration, transportation)
Board President	Newark, NJ		
Irene DelRosso	NJPSAFE – 2017 FEA/NJPSA/NJASCD Fall Conference	October 19-20, 2017	\$331.84 (registration, transportation)
Supervisor/Federal Programs	Long Branch, NJ		
Marguerite Sullivan	NJPSAFE – 2017 FEA/NJPSA/NJASCD	October 19-20, 2017	\$331.84 (registration,

Director/Federal Programs	Long Branch, NJ		transportation)
Jenna Goodreau	NJ Community Schools Coalition 3 rd Convening	October 20, 2017	\$65.15 (registration, transportation)
Interim Director/FSCS	New Brunswick, NJ		
Beatriz Quiroz	NJ Community Schools Coalition 3 rd Convening	October 20, 2017	\$79.10 (registration, transportation)
Special Funding Program Advisor/Federal Programs	New Brunswick, NJ		
Dr. Jeron T. Campbell	NJSBA Workshop 2017	October 23-26, 2017	\$659.98 (transportation, lodging, meals)
Chief Data, Accountability & Technology Officer	Atlantic City, NJ		
Gerald Glisson	Nonviolent Crisis Intervention Training Program (Crisis Prevention Institute – CPI Training)	October 24-25, 2017	\$799.00 (registration)
Principal of Operations/Eastside High School	Edison, NJ		
Richard Matthews	Budget, Fast and Ethics Workshop	October 27, 2017	\$123.80 (registration, transportation)
Business Administrator	New Brunswick, NJ		
Fatma Abdelaziz	NJPSA – Effective Instructional Practices in Math	November 3, 2017	\$149.00 (registration)
Teacher/Alexander Hamilton Academy	Monroe, NJ		
Patricia Belfils	NJPSA – Effective Instructional Practices in Math	November 3, 2017	\$149.00 (registration)
Teacher/Alexander Hamilton Academy	Monroe, NJ		
Jamie James	NJPSA – Effective Instructional Practices in Math	November 3, 2017	\$149.00 (registration)
Teacher/Alexander Hamilton Academy	Monroe, NJ		
Kim Johnson	Institute for Professional Development Review of Local Public Contract Laws and Ethical Decisions	December 1, 2017	\$166.96 (registration, transportation)
Purchasing Specialist	Neptune, NJ		
Jose Mantilla	Institute for Professional Development Review of Local Public Contract Laws and Ethical Decisions	December 1, 2017	\$166.96 (registration, transportation)
Purchasing Agent	Neptune, NJ		
Theresa Miller	Institute for Professional Development Review of Local Public Contract Laws and Ethical Decisions	December 1, 2017	\$166.96 (registration, transportation)
Senior Purchasing Analyst	Neptune, NJ		
Lance Gaines	NJ Purchasing: Comprehensive Purchasing Update and Review	December 6, 2017	\$350.00 (registration)

Procurement Administrator	Wayne, NJ		
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TOTAL CONFERENCES: 16
TOTAL AMOUNT: \$4,109.58

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 2 be adopted.

Comm. Capers: Is this the Atlantic City trip?

Comm. Cleaves: No. We already did that.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 3

Writing Workshop Professional Development (K-6)

Whereas, In Brighter Futures Strategic Plan 2014-2019 Priority I – Effective Academic Programs – Goal 1 – Increase achievement levels – expected growth by 20 percentage points for grades 3-6 by 2019. Goal 3 – Increase College Preparedness – Priority IV: Efficient and Responsive Operations; Goal 4: Increase administrative and staff capacity, and

Whereas, at the Board of Education meeting of June 15, 2016, resolution number 0-21 was approved by the board, awarding a contract for Writing Workshop Professional Development to Karen Cain for a period of two years being the 2016-2017 and 2017-2018 school year, and

Whereas, Writing Workshop professional development provides teachers with the best practice in writing from their mini-lesson, conferencing, revision, and several genres from narrative, persuasive, informational writing about Science and History, Argument, and Literary responses, and

Whereas, The district will be entering into the second year of a two-year contract and has deemed the services from Karen Cain to be “effective and efficient” as required for renewal under 18A:18A-42; and

Be It Therefore Resolved, that Paterson Public School approves the agreement with Karen Cain for Writing Workshop Professional Development for an amount not to exceed \$21,000.

(These are tentative dates)

October – 12, 13, 18, 19, 24, 25 November – 14, 15, 16 December – 7, 8, 11
Up to \$1,750 per day x 12 days – Not to exceed \$21,000

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

Comm. Hodges: How many teachers are involved here? I just completely forgot. How many teachers are involved and which particular teachers?

Mr. Crespo: All k-6 teachers have access to be trained.

Comm. Hodges: That doesn't mean it's going to happen though. Is it a voluntary process?

Mr. Crespo: All principals will receive an email saying when the training takes place. We take cohorts of schools and combine them together to do the training. They will all have invites.

Comm. Capers: Is it mandatory?

Mr. Crespo: I can't tell a principal that they have to be there, but I can give you a participation rate once we're complete.

Comm. Castillo: It's strongly recommended.

Comm. Hodges: My concern here is we're going to have to create a system that is solid, meaning you can't have training for some teachers and not for others. You simply can't have it. Either they're all trained, or none of them are trained. If my child happens to go to a classroom where the teacher is not trained then I'm upset. It's what's happening with the Amistad. Ms. Jones and Ms. Edwards teach it, but Ms. Smith and Ms. Cedenon don't. We can say that we're teaching Amistad, but we're not because there's no conformity. I don't want to pay this kind of money if it's not going to happen across the board.

Mr. Crespo: Let me give you some background. Three years ago, this contract was worth \$100,000. Last year it was worth \$70,000. This year it's \$20,000. The reason it's decreased is because we have supervisors that have been trained and they are now heading up some of this training. But we still like to have the expert there on the best practices and new practices that are out there. Even if a school had problems acquiring substitutes that day and they couldn't send their teachers or they couldn't send all of their teachers, some of the teachers will turnkey it and our supervisors will also be on site to provide them the professional development.

Comm. Hodges: Are we using distance learning in any way with this training?

Mr. Crespo: Not with this training.

Comm. Capers: So will someone be there from each school?

Mr. Crespo: Absolutely.

Comm. Capers: Okay.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 4

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

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation for various schools to in district and out of district special needs 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

City Wide Medical – Route #PS28MVQ - \$9,460.00 - 11.000.270.511.685.000.0000
Kris Transportation – Route #AHAPS3Q - \$6,020.00 - 11.000.270.511.685.000.0000
Kris Transportation – Route #MADK Q - \$8,901.00 - 11.000.270.514.685.000.0000
TOTAL - \$24,381.00

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

Comm. Rivera: In the past, I've asked for the names of the companies that we're awarding contracts to, not just transportation. For any contracts that we award, it would be nice to see the name in the summary. This is something we discussed a few months ago. I just wanted to add that.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

–School based program (JFK)

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 5

WHEREAS, the Paterson Public School District encourages open public bidding for goods and services; and

WHEREAS, the Paterson Public School District recognizes the need for obtaining the lowest responsible bid for goods and services; and

WHEREAS, approving the following routes for student transportation services will support Priority 4, efficient and responsive operation, Goal 3, Increase Accountability for Performance; and

WHEREAS, formal public bids were solicited for student transportation services for the 2017-2018 school year for in-district special needs and regular education students; and

WHEREAS, the solicitation was made by a public notice advertisement in the Herald News on Friday, May 12, 2017. Sealed bids were opened and read aloud on Wednesday, May 24, 2017 at 10:00 a.m. in the Conference Room C, 4th Floor, 90 Delaware Avenue, Paterson, NJ.

WHEREAS, the Department of Transportation recommends that we cancel routes NSW1R18 & PS1R18 with A-1 Elegant due to poor performance and award the routes to the second lowest responsible and responsive bidder. using PPS Bid#521-18 for student transportation services for the 2017-2018 school year

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

NOW, THEREFORE, BE IT RESOLVED, that this resolution to awards contracts to the second lowest responsible bidder to transport special needs and regular education students to in-district programs as stipulated on the attached page(s) and shall take effect with the approval signature of the State District Superintendent. The approximate cost for the 2017-2018 school year for Routes NSW1R18 & PS1R18 is \$92,880.00.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 5 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges, Comm. Mimms and Comm. Redmon who voted no. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- 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. 6

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

WHEREAS, the Paterson Public School District has identified a need to provide temporary transportation for various schools to in district and out of 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

Morgan – Route #EHSS618Q - \$13,005.00 - 11.000.270.514.685.000.0000
Kris Transportation – Route #DCFB18Q - \$6,321.00 -
11.000.270.511.685.000.0000
TOTAL - \$19,366.00

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 6 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Mimms who abstained. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 7

WHEREAS, maintaining efficient and responsive operations is Priority 4 of the 2014-2019 Strategic Plan for the Paterson Public School District ("District");

WHEREAS, Public Consulting Group, Inc. ("PCG") offers Internet-based tools for ensuring compliance with the requirements of the Individuals with Disabilities in Education Act of 1997 and applicable State laws concerning the provision of special education and related services; and

WHEREAS, the District wishes to amend the current contract with Public Consulting Group, Inc. ("PCG") to expand the services offered for the 2017-2018 school year pursuant to the written amendment between the parties; and

WHEREAS, the amendment provides that there shall be additional services to include: Custom Reporting, PCG Development, Configuration, and Consulting Hours; Training Services; EDPlan Signature; EDPlan Translation; and Data Integration for a cost during the 2017-2018 school year not exceed \$60,000.00 annually.

NOW, THEREFORE, BE IT RESOLVED THAT, the District approves this amendment with Public Consulting Group, Inc, and accepts the terms and conditions as written, and formally authorizes all action to effectuate same during the 2017-2018 school year at an annual cost not to exceed \$60,000.00

September 15, 2017 – June 30, 2018

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

Comm. Hodges: I'm not quite sure what this means.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 8

Family and Community Engagement/Full Service Schools – Fall Parent Conference

Whereas, The Department of Family & Community Engagement/Full Service Schools is concert with Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.

Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs, Goal 2: Create more Full Service Community Schools, Goal 3: Expand partnerships with Community Organizations, Agencies, and Institutions, Goal 4: Increase parent education opportunities to meet parents' needs, and

Whereas, the Department of Family and Community Engagement/Full Service Community Schools will host its 2017 Family & Community Engagement Conference on, Saturday, October 14, 2017, and

Whereas, the Department of Family and Community Engagement/Full Service Community Schools would accept the donation of \$500 from TD Bank – Main Street Paterson, NJ for the 2017 Family and Community Engagement Conference at the Passaic County Community College and

Whereas, the Department of Family and Community Engagement/Full Service Community Schools would deposit the donation in the Paterson District-Wide Parent Organization bank account and

Whereas, the Department of Family and Community Engagement/Full Service Community Schools will utilize the funds for conference expenses and

Now Therefore Be It Resolved, the Department of Family and Community Engagement/Full Service Community Schools accept the donation given by TD Bank – Main Street Paterson, NJ for the 2017 Family and Community Engagement Conference.

It was moved by Comm. Castillo, seconded by Comm. Redmon that Resolution No. 8 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 9

Donation by Pearson of “Quackers” by Liz Wong

Whereas, the District’s Strategic Plan is designed to prepare each student to be successful as it related to Priority I – Effective Academic programs and expand partnership with community organization, agencies, and institutions (Priority III) and is aligned with NJSLS and 21st Century Life and Careers; And

Whereas, The book Quackers will be read in accordance with Jump Start’s Read for the Record Early Literacy campaign. This annual campaign was launched over a decade ago to highlight the importance of building early literacy and language skills for EVERY child, so that all children have the opportunity to enter kindergarten prepared to succeed. And

Whereas, Pearson will donate 51 copies of Quackers to all K-8 schools and an individual craft project for every student in Madison Early Learning Center and Early Learning Center. And

Whereas, Pearson employees will read to the Paterson Public School students on Read for the Record day October 19th 2017 and donate the books read.

Now, Therefore, Be It Resolved That, Paterson Public Schools approve the donation of 51 copies of Quackers and volunteer readings by Pearson Employees.

It was moved by Comm. Redmon, seconded by Comm. Capers that Resolution No. 9 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 10

Department of Federal Programs – MCKINNEY-VENTO
HOMELESS ASSISTANCE ACT
2017/2018 SCHOOL YEAR

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

Whereas, for all contracts that in the aggregate are less than the bid threshold but 15 percent or more of that amount, and for those contracts that are for subject matter enumerated in subsection a. of N.J.S.A. 18A:18A-5, except for paragraph (1) of that subsection concerning professional services and paragraph (3) of that subsection concerning work by employees of the board of education, the purchasing agent shall award the contract after soliciting at least two competitive quotations, if practicable. The

award shall be made to a vendor whose response is most advantageous, price and other factors considered. The purchasing agent shall retain the record of the quotation solicitation and shall include a copy of the record with the voucher used to pay the vendor; and

Whereas, The educational rights of homeless students in New Jersey are governed by chapter 17 of the administrative code at N.J.A.C. 6A:17. Education for Homeless Children and Students in State Facilities and by federal regulations under Title VII-B of the McKinney-Vento Homeless Assistance Act as amended by the Every Student Succeeds Act (ESSA); and

Whereas, Title I funds are allocated to purchase uniforms for homeless students under the McKinney Vento-Law; and

Whereas, through solicitation of quotes, the below vendors submitted proposals in which services will be provided to the District as follows:

United School Uniform	Co-Ed Uniforms
See attached quote	See attached quote

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 2: Strengthen customer service orientation in schools and district offices; and

Now, Therefore, Be It Resolved, that the State Operated School District of the City of Paterson approves this resolution to award a contract to United School Uniform located at 301 Main St., Paterson, NJ 07505 to provide uniforms to homeless students.

Not To Exceed 30,000.00 Annually

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 10 be adopted. On roll call all members voted in the affirmative, except Comm. Mimms who abstained. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 11

Whereas, Pursuant to N.J.S.A. 18A:7A and N.J.A.C. 6A:30, once every three years, districts are required to undergo a full New Jersey Quality Single Accountability Continuum (NJQSAC) district performance evaluation and must complete the District Performance Review (DPR) and districts are required to annually complete the NJQSAC Statement of Assurance (SOA) and to conduct facilities reviews in each of the district's school building, using facilities checklist provided by the NJDOE and,

Whereas, as part of Cohort I, Paterson Public Schools underwent a full NJQSAC Review during the 2016-2017 school year and must submit the 2017-2018 SOA to the NJDOE via NJ Homeroom by November 15, 2017 and the State District Superintendent has convened a committee to assist in completing the SOA in accordance with N.J.A.C. 6A:30-3.1(b)-(e), and

Whereas, Upon completion of the proposed responses to the SOA, the district board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district Board of Education, at which time the proposed responses to the SOA, and declaration page shall be presented to the district Board of Education for approval by resolution and,

Now Therefore, Be It Resolved, that the district Board of Education and Acting State Appointed District Superintendent has reviewed the 2017-2018 SOA, attests to the accuracy of the responses and approves the submission of the NJQSAC SOA to the NJDOE.

It was moved by Comm. Castillo, seconded by Comm. Martinez that Resolution No. 11 be adopted.

Comm. Cleaves: This is the presentation that TJ presented to us at the last Board meeting.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 12

Division of Academic Services and Special Programs
Approval of Napier/School 28 Playground Build and Contract

Whereas, the installation of a safe and engaging play environment for Dr. Frank Napier School of Technology and School 28 supports the Brighter Futures District Strategic Plan in Priority II: Create and Maintain Healthy School Cultures under Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards; and

Whereas, Alexandra's Playground has selected Dr. Frank Napier School of Technology and School 28 as a recipient of a playground to be located on Napier school grounds and shared by the students at both schools to be installed on October 14, 2017; and

Whereas, the Paterson Board of Education has approved the acceptance of the donation of the playground equipment from Alexandra's Playground with funding from The Boys and Girls Club of Paterson/Passaic for site excavation with a value of approximately \$85,000 at the June 21, 2017 Board of Education Meeting Action #F-12; and

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

Be It Resolved, that the Paterson Board of Education approves the contract for the playground installation at Dr. Frank Napier School of Technology and School 28 for the playground installation on October 14, 2017.

It was moved by Comm. Martinez, seconded by Comm. Redmon that Resolution No. 12 be adopted. On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

- Irving & Mendenhall
- Hibster Intervention Services

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 13

WHEREAS, the Paterson Public School District encourages open public bidding for goods and services; and

WHEREAS, the Paterson Public School District recognizes the need for obtaining the lowest responsible bid for goods and services; and

WHEREAS, approving the following routes for student transportation services will support Priority 4, efficient and responsive operation, Goal 3, Increase Accountability for Performance; and

WHEREAS, formal public bids were solicited for student transportation services for the 2017-2018 school year for in-district special needs and regular education students; and

WHEREAS, the solicitation was made by a public notice advertisement in the Herald News on Tuesday, September 19, 2017. Sealed bids were opened and read aloud on Friday, September 29, 2017 at 10:00 a.m. in the Conference Room C, 4th Floor, 90 Delaware Avenue, Paterson, NJ.

WHEREAS, the Department of Transportation as per attached bid analysis, recommends that the bid for student transportation services for the 2017-2018 school year, using PPS Bid#524-18 be awarded to the lowest responsible and responsive bidder; and second and third bidders in the event that the lowest bidder cannot perform as stated in our bid specifications

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

NOW, THEREFORE, BE IT RESOLVED, that this resolution to award contracts to the lowest responsible bidder to transport special needs and regular education students to in-district programs as stipulated on the attached page(s) and shall take effect with the approval signature of the State District Superintendent. The approximate cost for the 2017-2018 school year for the attached list of contractors and routes is \$253,908.00

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 13 be adopted. On roll call all members voted in the affirmative, except Comm. Capers who abstained, and Comm. Hodges and Comm. Mimms who voted no. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- 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, 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 Dr. Hani Awadallah ; and

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

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 HANI418Q, for 2017-2018 school year shall take effect with the approval signature of the State District Superintendent.

MADISON COACH - Route #HANI418Q \$12,160.00

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

Comm. Mimms: I just have a recommendation. We have approximately 10 items that allude to transportation contracts, whether we're coming out of them or going into others. I would love to see a comprehensive plan for transportation.

Comm. Cleaves: We have an executive session to discuss transportation tonight.

Comm. Mimms: That will include what I'm asking for?

Comm. Cleaves: I'm not sure what the Superintendent has for us.

Comm. Mimms: I just want it on record that I'm saying it openly outside of executive session.

Comm. Cleaves: I'm just letting you know that we have an executive session to discuss transportation.

Comm. Mimms: I'm fine with that.

Comm. Cleaves: It is a possibility, but I don't know.

Comm. Mimms: I don't want to go into it, but I just want it duly noted that I would like to see an exhaustive plan. I'm not sure what we will discuss, but it needs to be duly noted that I'm openly vocalizing to see an exhaustive plan. We have a lot of contracts that are being awarded and it's a lot of money here on the table. I would love to see what that plan looks like for the district.

Comm. Cleaves: So noted.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- 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

Whereas, The State District Superintendent recommends transfers; and

Whereas, The Board of the Paterson Public School District has reviewed the recommendation of the State District Superintendent; and

Whereas, The Board of the Paterson Board of Education has made comments as appropriate; and

Whereas, The Board of Paterson Board of Education communicated its expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements.

Now Therefore Be It Resolved, The Paterson Board of Education approves the attached transfers based on the personnel recommendations of the State District Superintendent effective in the October 4, 2017 Board meeting.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 15 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Mimms and Comm. Redmon who abstained. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. 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. 16

Whereas, the Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; and

Whereas, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Executive Superintendent Search Services, (RFP 410-18) for the 2017-2018 school year(s). Nineteen (19) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which three (3) vendors responded as follows:

West Hudson Associates PO Box 181 Malden-On-Hudson, NY 12453	Ray and Associates 4403 First Avenue SE, Ste 407 Cedar Rapids, IA 52402	Hazard, Young, Attea, & Associates 1475 E. Woodfield Rd, 14 th Fl. Schaumburg, IL 60173
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Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on August 26, 2017. Sealed proposals were opened and read aloud on September 14, 2017 at 11:00 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

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

Whereas, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for Executive Superintendent Search Services, RFP 410-18, to Ray and Associates, based on 18A:18A-4.5 as follows:

Description	Amount
Total search cost (consultant fee)	\$28,000.00
Estimated travel cost for consultant	\$2,500.00
Estimated travel cost for candidate interviews	\$20,000.00
Total Project Cost* *Advertising cost will be billed directly to the District.	\$50,500.00

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Ray and Associates be awarded a contracts for Executive Superintendent Search Services, RFP 410-18 for the 2017-2018 school year(s) in the amount of not to exceed \$50,500.00 annually.

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

Comm. Hodges: I've already stated for the record that I have grave concerns about the search process. I'm not going to lend it any additional air of credibility. I will not be voting so you don't have to call my name.

Comm. Cleaves: So noted.

On roll call all members voted in the affirmative, except Comm. Capers, Comm. Mimms and Comm. Cleaves who abstained. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart
- City of Paterson

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Martinez: The instruction and program committee met on October 2. Some of the subjects we discussed were Items I&P-9, I&P-11, I&P-14, I&P-15, I&P-17, and I&P-18. Let me pass these around so you can have reference to what I'm discussing. The one takeaway from that meeting, especially with some of the information that was provided to us, is that a lot of the topics that were discussed were services that were brought to the district at no cost. The concern is how are we keeping track and gauging the data and how are these programs working. Even though they are coming to us at no cost, besides some of the anecdotal data we need to be able to collect some of the qualitative data to track whether or not these programs are actually having an impact. In particular, with Item I&P-17 some of our students have a fantastic opportunity to go see Hamilton. I think it's through the Hamilton partnership and we were all wondering if we can attend as well if there are tickets available. If available, we would lend ourselves to that. Are there any questions about any of the items presented?

Comm. Hodges: Was that the sum total of your discussions? You highlighted some particular areas. Was there some conflict or something that you were looking at in particular?

Comm. Martinez: Not especially. In the items that were presented a good number of them were services that were being provided to the district at no cost. Obviously, those are wonderful things, but just because they're being provided to the district at no cost doesn't mean we should just blindly accept them. We still need to be able to collect the anecdotal data as well as the qualitative data to track whether or not those services being provided are actually being impactful in the district.

Comm. Hodges: I don't know whether there was something you didn't like.

Comm. Martinez: No. There wasn't anything we didn't like. Often times when you're receiving free services you take it for granted. We actually need to be able to track and

determine whether or not the services we're receiving are actually worth the effort of taking them regardless of cost. There is time and resources. We want to make sure if we're receiving those services that they are indeed worth our efforts in receiving and implementing them.

Comm. Hodges: I appreciate the explanation.

Operations

Comm. Redmon: Operations met yesterday, but the report is not done. We will report it at the regular Board meeting.

Fiscal Management

Comm. Rivera: I stated earlier that we didn't meet this week.

Comm. Hodges: I'm still puzzled. When you're here a while you begin to see these things go back and forth. I see the facilities report. We're now buying equipment again. I think we had started this discussion last time. We're going to own these things again and we save money in this contract by not doing what? That was originally part of the contract. I'm troubled because we had all this equipment we once owned and it disappeared when we privatized. I'm sure there's a sale some place.

Mr. Steve Morlino: I can't speak to when it disappeared or why it disappeared. The previous contract for custodial services we were paying about \$197,000 a year for the equipment such as snow blowers and lawnmowers.

Comm. Hodges: By itself.

Mr. Morlino: By itself every year under the terms of that contract. What we did this time is we're buying the equipment through a lease purchase agreement and paying for it over a five-year period. There will be about \$1 million in savings and we will own the equipment at the end of the five-year term.

Comm. Hodges: We did then too and...

Mr. Morlino: We've recorded all the serial numbers. We have an inventory of where each piece of equipment has been placed. I have a maintenance program in place to maintain this equipment. Some of it comes with a five-year warranty. The equipment should have a lifespan of 15-20 years if it's properly maintained.

Comm. Hodges: It wasn't given away. It disappeared mysteriously. Was there another problem at Silk City Academy? Was there additional flooding?

Mr. Morlino: The original flood was on July 4. We had that big water main break. Then there was some seepage into the foundation and there as another water main leak in the street. We're trying to push the Passaic Valley Water Authority to replace the lines. They keep cutting sections and patching it. It keeps breaking. I have a piece in my office. It's literally falling apart.

Comm. Hodges: What is their position on that?

Mr. Morlino: I guess the infrastructure is very expensive and they have to dig the entire street so they're doing it piecemeal. I don't have an answer for you.

Comm. Hodges: Is there something that we can bring to bear on them given we can't have this problem with the school?

Mr. Morlino: The risk manager is looking into trying to recoup some of the funds. I don't know if that's going to happen.

Comm. Hodges: There was a report of pest infestation at School No. 18.

Mr. Morlino: Part of the transition to the new custodial service we've eliminated the contract as part of the custodial maintenance agreement. We now contract separately and there was a little delay with getting that contractor on board. The contractor is now on board and servicing the district.

Comm. Hodges: That situation was addressed?

Mr. Morlino: That was addressed. There was a roach problem and that's been addressed.

Comm. Hodges: I've just received this and haven't had a chance to look at it.

Mr. Morlino: Being that the committee was canceled I sent it to Ms. Shafer.

Comm. Capers: How often does the pest control company that we use come out?

Mr. Morlino: Under the integrated pest management program every two weeks they come and do an inspection of every school in the district and they service that account depending on if the chief or the principal identifies any program areas or hotspots. They put monitoring equipment in such as boards and they do treat if necessary in between the biweekly inspections.

Comm. Capers: There were two incidents of rodents, some dead and some alive, that were seen in two different schools. I'll send that to you after.

Mr. Morlino: This time of year you get rodents coming into the building. The temperature is changing. We're aware of a number of these locations. School No. 21 has been an issue.

Comm. Capers: One is School No. 21. The other one was School No. 10.

Comm. Rivera: Kennedy during the meeting.

Mr. Morlino: Kennedy has the tunnels underneath and that becomes a problem too.

Comm. Capers: What are we doing to get ahead of that?

Mr. Morlino: Under integrated pest management what you do is trap. You can put traps in place. You can put monitor glue boards in place. You can bait if there's enough activity. Depending on the pest pressure, you can bait.

Comm. Capers: Are we doing this?

Mr. Morlino: We do all of that. All of that is required under the contract. Again, it's a constant issue. People leave doors open. There are chases under the building. There are a lot of openings and walls.

Comm. Hodges: Is there any date on Don Bosco beginning? We're heading into the wintertime.

Mr. Morlino: At Don Bosco they're currently doing the abatement of the asbestos and environment lead concerns within the building. That's under way right now. The latest schedule that they've told us is they will probable actually do the demo sometime in the spring. There are a number of meetings the Superintendent has scheduled.

Ms. Shafer: We have another meeting October 11 and hopefully we can push them to give us a timeline as to what it looks like.

Comm. Hodges: They're going to look at two years?

Ms. Shafer: They're looking at 2021.

Mr. Morlino: That's fast-tracked.

Comm. Cleaves: With the changing of guards, the funds for Don Bosco have been secured? Then they will have a new governor by the time we break ground for it. What assurance do we have that they will...?

Mr. Morlino: Just before the next election coming up there will be a ceremony for the demolition and I'm sure there will be a ceremony down the road.

Comm. Hodges: Her question is a very good one.

Comm. Cleaves: I just want to make sure we don't lose our money with the transition to the new administration. If we're not breaking ground until April, the new administration can come in and hold all of the money. Where does that leave us?

Comm. Hodges: ...which happened before.

Mr. Morlino: Hopefully the new administration is going to encourage this kind of construction.

Comm. Hodges: But we have no assurances.

Mr. Morlino: Unless we take up a Go Fund Me account.

Comm. Hodges: I really want to acknowledge what was done at School No. 6, but there are two problems. Number one, the fact that it got to that condition in the first place. One has to wonder is the responsibility of the principal to say this has to be addressed. Whose job is that?

Mr. Morlino: It becomes a funding issue. The bottom line is we recognize lots of things need to be done and we try to triage these things, to use a term that you're familiar with. We triage the worst case and if funds are available we continue. Until it reaches crisis mode and there's an outcry of some sort from either the community or a Board Commissioner, sometimes these things get pushed to the side because there are other

critical things that need to be done with those resources. We're down to 26 tradespeople in this district.

Comm. Hodges: From what?

Mr. Morlino: We started a few years ago with 152. When I arrived here three years ago we had 48. We then reduced it down into the 30's. We're now at 26 tradespeople. We had a price which I included in that report of \$55,000 to repair that wall with a vendor. We did it in-house with the limited staff we had. We did a patch job and a repair and refurbished it and saved about \$40,000 over that vendor's quote.

Comm. Cleaves: Great job.

Mr. Morlino: Again, we did that on some overtime, which we did have budgeted.

Comm. Cleaves: It wasn't \$50,000.

Mr. Morlino: We have similar conditions at other locations that we're trying to get to.

Comm. Hodges: That's what I'm trying to find out. Has that been established?

Mr. Morlino: Most of this is not a surprise to us. We're aware of it, but you're trying to take care of what you can.

Comm. Cleaves: I haven't had a chance to look through this, Mr. Morlino. There was a recommendation for a fence to be around the playground area at School No. 26 because people are hanging out in the evenings. They had a fence up there, but it doesn't go all the way across. I remember it was brought up at a meeting before. I don't know if it's ever been addressed.

Mr. Morlino: I'm not sure if we have the quotes on that. The fence vendor has been very slow in responding to quotes.

Comm. Hodges: Has this equipment arrived for the landscaping?

Mr. Morlino: The landscaping equipment is here. We're in the process of procuring the snow equipment. We're in the process of doing those PO's.

Comm. Hodges: I did receive a complaint from the community regarding the back of School No. 12. I know we didn't have equipment at the time.

Mr. Morlino: The equipment was delayed in July, but they should have caught up by now. If there's still an issue, I'll look into that. We did have a complaint today from the Superintendent's office regarding Paterson Catholic. There was some confusion that over the summer the Sheriff's office provided some labor to cut the field area. The custodial vendor that cuts the grass was under the impression that was a permanent thing and it wasn't. So they are out there cutting the grass.

Comm. Capers: When will School No. 11 be totally finished?

Mr. Morlino: It depends on what you mean by totally finished. We're going to try to schedule some of the floors over holiday periods because we're mixing the paint with polyurethane. It takes a couple of days to toughen up. As long as we have three or four days we can do that when the weather is right.

Comm. Capers: We also have to look at behind Field House by School No. 15. That basketball court has been a major issue. Some time we have to do a job of securing that area.

Comm. Cleaves: They just built a playground back there.

Mr. Morlino: On Saturday they put the playground at School No. 15.

Comm. Capers: I'm just saying it has to be secured. We have other activity that goes on there.

Comm. Cleaves: Are you sure it's not the city? Remember, there's a fine line between us and the city.

Comm. Capers: That's our property.

Comm. Cleaves: There's a fine line between us and the city.

Mr. Morlino: The squatters have been moved, but they come back.

Comm. Capers: Is the park secure?

Mr. Morlino: That's a public walkway there.

Ms. Sandra Diodonet: The principal in the morning does her walkthrough and her chief. When there are parties down there they do call the police to get them out of there. The city does come to remove them.

Comm. Capers: Can't we put our own fencing around the park to secure that area?

Comm. Redmon: We have the boundary between our district and the city.

Mr. Morlino: We've repaired the fences a number of times. They literally cut them.

Comm. Capers: Why don't we put the type of fence that's around Kennedy?

Mr. Morlino: That's a decorative fence. That's extremely expensive and if that's damaged it takes months to get those sections replaced. The cyclone fence is the way to go, but they cut through it. That Kennedy fence is aluminum.

Comm. Hodges: I know once upon a time there was a serious attempt to rehabilitate the concession stand, to create bathrooms that our visitors could use. Not the fieldhouse, because that belongs to the city. That's a whole different situation, but the concession stand that adjoins the stands there.

Mr. Morlino: You're talking about the shed building.

Comm. Capers: The one up top.

Comm. Hodges: The west side of the field, that's ours. Joey agreed that was ours. It's embarrassing for fans to go use the bathroom in the fieldhouse. It's disgraceful.

Comm. Capers: You can't even use the bathroom. You have to use a port-a-potty.

Comm. Hodges: You have that concession stand. The estimate price was \$220,000, but it would give you bathrooms that were decent. It would give you a cooking area so you could sell concessions and both schools could make some money at the same time and also sell paraphernalia. I know it's an expense, but we just look so bad. It's disgraceful. It's awful. I don't know how you do it.

Mr. Morlino: It's on that list of \$250 million worth of items.

Comm. Hodges: I know. This is your face to not just your community but also to the fans. Outside communities come here and look at that and say, "oh my god." It's terrible.

Mr. Morlino: It's an embarrassment.

Comm. Hodges: I give you a list every time and I want everything.

Comm. Capers: Can we get a quote on how much that is to rehab that place? Do we have a quote already?

Ms. Shafer: It was like \$250,000.

Comm. Hodges: There was a time when certain unions were willing to come by and do the work. You have Home Depot and Lowes who could be encouraged to donate the materials. You just need the effort to go out there and say we need to do these things. That's needs to be done. It would save the district a lot of money and it would be such a benefit for our community not to present that look to people who come here.

Mr. Morlino: We'd be glad to work with any community group that wants to get together and do that.

Personnel

Comm. Redmon: The personnel committee didn't meet.

Governance

Comm. Martinez: The governance committee needed to reschedule so we have yet to meet as well. We will meet before the regular meeting.

Subcommittee Reports

Parent/Community Committee

Comm. Cleaves: Parent/Community hasn't met, but the committee has been involved with the Superintendent in her community educational forums that have been going on.

Technology Committee

Comm. Cleaves: The technology committee will be visiting Tech on Monday for our tour of their technology department.

OTHER BUSINESS

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

The Board went into executive session at 10:43 p.m.

The Board reconvened the meeting at 11:25 p.m.

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 11:30 p.m.