

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

February 1, 2017 – 6:41 p.m.
Administrative Offices

Presiding: *Comm. Christopher Irving, President
Comm. Chrystal Cleaves, Vice President

Present:
Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, 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

Absent:
Comm. Flavio Rivera

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
February 1, 2017 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

PRESENTATIONS AND COMMUNICATIONS

Update on the Full Service Community Schools & 21st Century Learning Centers

Dr. Evans: The first report is an Update on the Full Service Community Schools & 21st Century Learning Centers. Ms. Jenna Goodreau will come forward and represent her division with this report.

Ms. Jenna Goodreau: Good evening everyone. My name is Jenna Goodreau and I am a supervisor in the Department of Federal Programs under the Division of Academic Services and Special Programs. I'm here tonight to present on the status of our Full Service Community Schools and 21st Century Learning Center Programs. We have an initiative for Full Service and 21st Century to educate the whole child. By educating the whole child we mean the mind, the body, and also the spirit of the child. This past August we had a planning meeting with all of our providers and lead partner agencies just to discuss the program for 2016-2017 moving forward. In September there was a redistribution of work for the programs to existing staff and federal programs. In October and November we then begin the process to meet with all the lead agencies and vendors that were servicing these programs. The purpose of the meeting was for them to bring details of their programs, the types of services that they offer for our students, and outcomes from past years. Then we would reevaluate our partnership and move forward with the coming year. After this meeting was concluded, in December and January we moved forward with Board action approvals and purchase orders to set up services. This month in February, we anticipate and expect full implementation across all of our sites. I'll start by updating on Full Service and I'll move into 21st Century and our other programs. For Full Service, our three major program components are after-school programming for students, our school-based health clinic, and programs for parents and community members. Our partnerships with our schools are listed there for School 5. We partner with the NJCDC. At School 15 and NRC, we partner with St. Paul's Community Development Corporation. At Frank Napier School, we partner with the Boys and Girls Club of New Jersey. At Senator Frank Lautenberg School, we partner with New Destiny Family Success Center. School 15 and Senator Frank Lautenberg School are grant funded, along with the required local match. Our remaining schools are funded with a blend of local and Title funding. Even though we were in the approval process our partners remained at the schools and began providing after-school programming in October. Currently, we have an enrollment of approximately 256 students in our after-school program. We do have a small wait list, which I'll get into in a bit of how we're going to address servicing those students. Our after-school programs have an academic component, a creative and performing arts component, and also additional activities. For academics, we focus on homework help, tutoring, reading and math. We also have STEM and science programs. For creative and performing arts it's really a mix of drama, dance, cultural activities, and photography. In the next couple of months at School 6 we'll be starting ballroom dancing, which we're pretty excited about. We also have fitness, yoga, healthy habits, mentoring programs for students, and team-building and character education. We have had some challenges this year. As our lead partners were awaiting approvals on purchase orders they were not able to offer their full programs and services. Now as approvals have come in they're beginning to add to their existing programs. For example, they are hiring additional teachers and vendors in order to address our students that are on the wait list and even to expand further that to raise our number of participating students. Dr. Frank Napier was one partner that wasn't able to maintain their after-school program without the funding. However, they have started this month in January and they're at 60 students already. We have a high interest there. The second component of our Full Service Community School initiative is the school-based health clinics. The school-based health clinics provide pediatric care, behavioral health services, along with dental and vision. Our lead partner is Health and Wellness. Our enrollment is 993 students. You'll notice on the slide that we have two columns. We have the number of enrolled students and we also have the number of students who have received services. The reason for this difference is that many of our students receive preventative care. They're on a cycle. For example, they may just get a physical once a year. They'll see the optometrist once per year. They'll go to the

dentist twice per year. If we were to pool the number of students to be serviced perhaps next month, you would see a difference in these numbers here. Currently we have serviced 407 students. That's approximately 40% of the students who are enrolled. Behavioral health is our most requested service at the schools. As you can see from the frequency of services, we try to have that be the most available for our students. It varies by site, but a therapist or social worker, someone to provide those behavioral health services, is there two to four times per week. We're also working with our health care provider as our health care partner. One challenge for parents is that some of the pediatricians that are connected with our program may be located outside of their neighborhood. Right now we are looking to partner with pediatricians who are located right in the parent's neighborhood so they do not need to look for any alternative transportation in order to reach these services, if they were to go outside of school hours. During school hours it would be at the school, but not if they wanted to go on a Saturday or a week night or whatever the case is. The health care partner is also currently working on approvals to bill insurance for mental health care and then that would free up some of the existing funds in order to expand the behavioral health initiative in order to service all the students who are requesting it. We have a school-based health initiative at School 9 also. This is services being provided free of charge to Paterson Public Schools. It's a great example of how the cultivation of our existing partnerships can help our partners give back to Paterson. Right now they're providing services for 35 Syrian refugee students and a mix of individual counseling and trauma focus groups. We have students who have an intense need to have assistance with conflict resolution, and behavioral and anger management. We have students who have seen such extreme trauma and loss that they need extra support to function in the school environment. We're working with our health care provider to provide those services. Our third component of Full Service is our family and community programs. I just wanted to show a snapshot of each school by month of the various programming that has occurred. Some highlights we've had at School 5 are a LEGO milk and cookie social with students and parents. We address chronic absenteeism with our parents. We provide tools, workshop items, and strategies so that way they're able to help encourage their students to arrive to school on time and every day. We're working with School 15 to provide a financial literacy workshop for parents. NRC has a monthly family night. The majority of the schools maintain a monthly meeting with parents. In the era of shrinking budgets and fiscal constraints, it's really important for us to identify the impact of our program so that we're able to advocate for additional funding. One way that we are working on doing that is streamlining the data collection process at our schools and instituting a reporting process amongst all sites. We're working with the sites to track all events and the number of attendees, whether that's a family member or community member, and the number of students participating in the programs. One way that we've done this is implementing a uniform sign-in sheet that differentiates the difference between a family and a community member. That differentiation is a requirement of our federal grant, too. Then we have an in-house data spreadsheet where they will log this information in so that way it is available when we are doing reports, presentations, and what not. I just have a snapshot of data here for our federally funded schools. We have School 15 and Senator Frank Lautenberg. We looked at the students who took the PARCC exam in 2014-2015 and then 2015-2016. We wanted to see if there was growth on both their scale score and performance level. For School 15 in language arts for the students who participated in the program 74% of the students demonstrated growth in their PARCC exam. 39% of students also went up a performance level. They might have gone from a 2 to a 4, a 1 to a 3, a 3 to a 4, and so on. We're looking at not only growth within their range on the score, but also moving up to the next performance level in reading proficiency. At School 15 for math, 67% of our students demonstrated growth with their scores and 42% went up a performance level. At SFLS, in language arts 67% demonstrated growth on their scale score and

37% went up a performance level; and in math, 48% on the scale score and 14% on the performance level. So there's still work to be done, but we believe that these programs are helping to motivate students to do better on their test scores. What we'd like to do next is compare this information to students at the same schools who are not participating in the program. That way we can really measure the true impact and then we'll pull that out to the rest of our sites, too. We just wanted to provide you with a snapshot here. Just a couple of pictures - this was actually yesterday. At School 15 they had a holistic health fair. In the one photo we have a parent or community member who is at a social service table hopefully getting the services that they need for their family. Then the picture to the right there was mindfulness yoga training and we see parents participating in that. Moving on to 21st Century Community Learning Programs, these programs also began in October and they will run through to January. In elementary we have our fine and performing arts theme and in high school we have a college and career readiness. We currently have an enrollment of 140 students who participate in these after-school programs. This is in addition to our Full Service numbers. The picture that you see here is of School 5, the Big Brothers and Big Sisters program. They go to Ramapo College once per month to visit with their big brothers and sisters. For 21st Century elementary programs, there's always a homework help academic component and the students move into a project-based learning that's facilitated through Paterson teachers. Some exciting projects that we have going on right now are at one school they're engineering a dome and they're actually building mini replicas of these domes. We have a photojournalism project. At NRC they actually created their own business. I was able to present that project at our recent directors meeting and a lot of the other schools wanted samples of our lesson plans and student outcomes. That was nice to see. Some enrichment activities that we do with vendors – we offer music, cooking, theater, character education, Latin dance, and African drumming. We were recently featured in the newspaper for our Bergen PAC partnership. Then we also have clubs that are led by group leaders. These clubs are based purely on student interest. There's music, DYI, sports. The students are surveyed and then they get to pick which club they would like to join. The picture you see here is at School 15 and they're at their cooking class. Even though we have 140 students participating we still feel that we can reach more students. We have some strategies that we are currently pursuing in order to raise participation. At School 5 we are hiring one additional teacher and three additional group leaders to increase for a potential of 45 students. Then at School 15 and NRC we're hiring two additional group leaders to add an additional potential 30 students. Another piece to encourage participation at these sites is we're looking at implementing a dinner meal program where students would receive dinner five nights a week. It will be three hot meals and two cold meals. There are certificates and approvals that we need to go through for that, but we are working on that too. Some upcoming activities listed – at School 5 tomorrow night there's a student work showcase where students will be able to showcase the projects they've been working on. I know the theater group has been working hard on the play that they wrote and will be performing tomorrow night. In March there will be a family literacy night at all the sites and there are some field trips listed for you. I believe that picture is at NRC. They're working on their creative business program that I talked about earlier. We also have a 21st Century program at International High School. This follows the same structure. They have a tutoring homework help component and then we move into a college and career preparation. They work on resume writing. There's a financial literacy component, decision-making, interview skills, and life skills. Then we have enrichment activities such as Latin dance and African drumming. Then we have other clubs. There's a strategy club where students are placed in a scenario situation and they need to use their tools and resources to figure their way through that problem. There are sports clubs, photography, chess, cosmetology, and so on. It's all based on student interest. We're

trying to provide skills for them to prepare for career and college. We also have some strategies in place to increase participation. At International High School we currently have an RFP floating that will hopefully bring in either a vendor or multiple vendors to provide SAT prep, college application prep, and FAFSA preparation. Some of these application processes can be a little daunting and it would be nice for our students to have support as they pursue that. We're looking to partner with a college or university to provide field trips for students to the actual site, perhaps a dual enrollment piece with a local university, and then also a work-study or internship opportunity. Then the meal program that I mentioned earlier would also apply to International. We also have upcoming activities. We have field trips and so on. District supported activities – at the district level we support all of our sites and this is just a sample of the activities that we have done. We maintain our monthly coordinator meetings with our Full Service providers. We participate in bimonthly conference calls with the federal government for the grant at SFLS and School 15. We attend quarterly meetings for the 21st Century program in Trenton. We've gone on professional developments. We've been in New York City for the Community Schools National Conference. In March, I'm going to Kean University for a STEM conference on STEM after school programs. We conduct frequent site visits to monitor implementation and the management of the programs. Then we submit all of our grant reports and data as scheduled. We continue to seek new funding opportunities for our schools to expand our programming offerings. It's important to note that our 21st Century grant is over at the end of this summer and there will be a new funding opportunity for another five years of programming. That's definitely something that we will be pursuing. Right now we are networking with other neighboring districts. We want to go see their programs, see what they're offering, and see how we can improve what we have currently existing in Paterson. That concludes my presentation. I would love to take questions.

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

Comm. Cleaves: Tomorrow evening at School 5 what time?

Ms. Goodreau: At 5:00 p.m.

Comm. Mimms: I know you said that at School 5 you hired one teacher and three assistants.

Ms. Goodreau: Three group leaders, yes.

Comm. Mimms: Because on the enrollment sheet there are 20 students waiting at School 15 and at New Roberto Clemente there are 30. What are you looking to do there?

Ms. Goodreau: It's allocated for specific schools. We're working within the constraints of the 21st Century budget and right now for School 5 we have availability of those positions. Even though we only have 'x' amount of students on a waiting list, we will be doing a new application process and recruitment to increase our numbers.

Comm. Mimms: The funding that you have was allotted for School 5? School 5 has no students waiting. That's why I'm asking why they get the teacher and the three group leaders when there are two other schools that have a waiting list where we could have brought some other students in this program. It's on page 4.

Ms. Goodreau: At School 5 we have 40 students on the wait list for our 21st Century program and 25 participating students. You may be on the Full Service side.

Comm. Mimms: I'm on the after-school programs.

Ms. Goodreau: That's Full Service and we are staffed there.

Comm. Mimms: Okay. You're fully staffed.

Ms. Goodreau: We are staffed there. However, now that our partners have received their purchase orders they're adding more vendors and activities in order to address the wait list staff. Our 21st Century program is where we're going to be adding teachers and group leaders.

Comm. Mimms: Okay. I just wanted to find out because we have about 50 students still waiting that should be a part of this wonderful program. I just want to make sure that we can get them included.

Ms. Goodreau: We generally have a ratio of 15:1 to the group leader. The group leader works the entire length of the program. So we need to make sure that there's supervision with the students consistent throughout.

Comm. Irving: I just have a comment and I'll be very brief. I want to thank you for this update. I remember we talked about getting an update on Full Service Community Schools and 21st Century. I want to just commend you on such a thorough report and the assessment that has been done to be able to gauge student success and growth relative to the performance of the school. I think this was a very well sought out report. Comm. Mimms talked very much about how we weigh success. I think you all really captured that. I just want to make sure that we take as many precautionary measures to make sure we're ready to apply for 21st Century. I know when that grant application goes up there's a very short window and you have to have a team ready to write it very quickly so that it's given back to us and we can vote on it and it can be submitted to the state.

Ms. Goodreau: Absolutely. We're beginning our research now visiting other districts and networking with other programs. We want to see what's working in other places so we can further expand our success here.

Comm. Irving: Who's writing the grant on our behalf?

Ms. Goodreau: We work on it.

Ms. Susana Peron: Jenna has also scheduled meetings with the various principals in schools. We want them to be involved in this process. That's something new and it's something exciting because they get to have a say in what works and doesn't work. I think that's going to be a viable activity for us.

Comm. Hodges: I, too, want to thank you for that report. I've always been excited about the Full Service Community Schools, which is why some of my questions are going to talk about the future of the program. Is the 21st Century grant state or federal?

Ms. Goodreau: It's a federally funded grant. However, it's monitored through the state.

Comm. Hodges: You can see where I'm going with this. I'm very concerned about what happens moving forward when our new secretary of education comes in and seems to have a different view of how money should be spent. I'm worried about the long-term

survival of programs like this, which don't seem to be on her agenda. What are the plans for the expansion of Full Service Community Schools for the district?

Comm. Cleaves: Dr. Hodges, I think she had a response.

Ms. Goodreau: I just wanted to note that was a topic for discussion at last week's directors meeting in Trenton. The NJDOE staff assured us that legislation has already been written to fund these programs. The next one is guaranteed for five years.

Comm. Hodges: Legislation from the state.

Comm. Irving: It comes from the feds.

Comm. Hodges: Who wrote the legislation, the feds or the state?

Ms. Goodreau: I'm not sure. It was definitely a concern throughout the room what's going to happen to our programs. Especially for districts such as Paterson that are looking to apply for the new competitive grant. Is there going to be another grant? Is there going to be funding for the next five years? The state says that they have been assured that they are guaranteed funding that is in legislation for these programs.

Dr. Evans: And it's federal legislation.

Comm. Hodges: Okay. It doesn't matter what the state says. It's federal. Okay. Good. Again, my question is, what was the original plan for expansion of these programs?

Dr. Evans: To continue to apply for grants such as the 21st Century or Full Service Community Schools and to expand as those funds are available. It is a very beneficial program and I think one of the distinguishing features that sometimes we don't mention, particularly unique to Full Service Community Schools, is that it is customized to the school. There's an assessment done for that particular school and that particular community and the needs that are derived from those assessments, once we analyze the data, ultimately determine what kind of Full Service Community School offerings we have. We're fortunate to benefit now from 21st Century funds to add to that in individual schools.

Comm. Hodges: We do have a local component that we contribute to the process, which is my next question. What will be the impact of our potential budget shortfall?

Dr. Evans: Until we get more money and the downward trend in our allocations reverse all of our programs, including Full Service Community Schools, have been reduced.

Ms. Peron: We have in-kind services, not necessarily monetary. We've been working in that sense to match grants that way because it's written that way. Then we've had through Title funding and ESSA. Now there's more flexibility, so we have been using Title monies to somewhat fund some portions of these Full Service Community Schools.

Comm. Hodges: It really needs to go on the record that a program that your data has shown to be beneficial is being financially undermined and limited because of the potential funding. That needs to be stated early and often because we're entitled to a lot more and certainly our children are. What was the last school to receive one of these programs?

Dr. Evans: School 6 and School 15.

Ms. Goodreau: There are two current grant funded schools.

Comm. Hodges: Is there a theme on School 15?

Ms. Goodreau: School 15 also has a 21st Century program and their theme is performing arts. However, Full Service generally doesn't have a theme per se. There is a wide variety of offerings in the after-school component. In 21st Century, as part of the application process, you do identify a specific theme for the school.

Comm. Hodges: Frank Lautenberg does have a theme. It's STEAM, right? I'm just wondering what the after-school programs that support that theme are.

Ms. Goodreau: We have a science exploration club at School 6. I don't have the information right here for all of their offerings, but I can look that up and get back to you on it.

Comm. Hodges: I'd appreciate it. My concern is we need to provide an outlet for these students to express what they're learning. The more opportunities we have to do that, it sort of grounds their learning and it may encourage them to work harder. I'm particularly interested in having engineering be a reality, as opposed to it just being a perpetual proposal. Things like Maker Spaces, coding, music, and art will enhance the program and help ground the students in their educational processes. The Full Service Community School model is an excellent opportunity to do that. There are some companies out there, if you bother to look, that will help step in and support some of our activities in this area. That's why I'm trying to encourage that. But I am worried about the limitations that you're going to expect with funding. I just want to put those on the table.

Ms. Goodreau: I had mentioned earlier in the presentation that I'm attending a Full Steam Ahead conference at Kean University in March specific to STEAM and STEM programming in after-school programs. I hope to learn a lot there and maybe make some contacts and networks to bring back to share with our schools.

Comm. Hodges: How many other schools do we have that are at least STEM in the elementary school level? I know about School 4. Are there any other schools other than at the high school level?

Comm. Cleaves: NRC.

Comm. Hodges: We need to take a look at that and try to provide opportunities in those particular schools. Maker Spaces are exploding all over the country and there are things that we can do that don't require a lot of outside assistance.

Comm. Martinez: I really enjoyed the report and you just stole one of the questions I was going to ask about doing a comparison between the students in the program and out. It just further bolsters and justifies the need and the desire to continue these services. If I'm not mistaken, a percentage of students have to be 30 days sequential. Did you guys get that number?

Ms. Goodreau: We are approaching it with our 21st Century. We are also able to capture the wraparound data. It may be students are participating in the academic portion of our program, but they might go to a different type of club like cheerleading or

something that's not funded by 21st Century but they're still attending at the school. We are within a few students of our level of service number. That data is not reflected here. I just wanted to show you the 21st Century component, but we are very close.

Report of Violence, Vandalism, and Substance Abuse Data for January – June 2016

Dr. Evans: Next, we will have a Report of Violence, Vandalism, and Substance Abuse Data for January through June 2016. Director Jim Smith and Ms. Kathy Lepore will make the presentation.

Ms. Kathy Lepore: Good evening Board Commissioners and Dr. Evans. My name is Kathy Lepore and I supervise the Student Assistance programs for the district. In the first part of the PowerPoint you'll see some information related to substance abuse and the Student Assistance Counselors within the schools. Currently, we have in the district 11 SACs who are certified and qualified to service students in the district. They provide prevention education, early intervention, and support services which address mental health, crises, and substance abuse within the schools. This is just a brief snapshot of what occurs when a student is being sent out for medical evaluation drug screening. A behavior checklist is submitted to a building administrator. The student is identified to be currently under the influence, in possession, distribution, or refusal. The student is not chosen. They're not selected. It's not random drug testing. The nurse checks vitals. The parent is notified. A medical evaluation and drug screening is conducted. If a student is negative, the process stops here. If a student is found to be positive, under the influence, possession, distribution, or refusal, they must have an assessment evaluation before they can return to school. The parent must be present. The student returns to school to receive counseling by SAC or is referred to an after-school program or an in-patient treatment program. The SAC follows up with the treatment outcome. I'll just highlight some school-sponsored activities. Speakers are scheduled to come in to address the following with students, such as domestic violence, drinking and driving, community policing, and mental health issues. The Rosa Parks High School Teen Ensemble came in to do various topics. Straight & Narrow has brought in various recovery adults to come in and talk about drug use, choices, and refusal skills. We also work with the Paterson Alliance, who have come in and done activities with our students. The SAC, as they are currently known, infuse classroom lessons into the academic curriculum on such topics as heroin, prescription drugs, mental health, teenage depression and anxiety, tobacco smoking, hookah pens, E-cigarettes, vape pens, and violence awareness, to name a few. Some of our collaborative partners that we work with are Montclair State University, the Paterson Coalition Against Substance Abuse, also known as PCASA, the probation department, the prosecutor's office, the police department with community policing, Passaic County Department of Human Services Division of Addiction Services, also known as the Paterson Municipal Alliance, Passaic County Traumatic Loss Coalition for Grief and Bereavement, and United for Prevention in Passaic County. Some interventions to reduce violence and vandalism and substance abuse are classroom lessons. We work with DCP, also known as DYFS. The ImmediCenter conducts the medical evaluations, drug screenings, assessment, and treatment referrals. The SAC does individual and group counseling. We sit on many of the INRS teams in the schools. We refer to Perform Care, which is in-home therapy. We also work with Passaic County Mobile Crisis in crisis situations, just to name a few. We do some parent outreach, besides disseminating information in English and Spanish to parents. SACs also coordinate 15-minute child break presentations at schools. They also work with school parent liaisons. Attached to your packet you also have statistics. In the drug and alcohol cases from July to January 2016 students have been found positive for marijuana, alcohol, prescription drugs, vape

pens, codeine, 7-Up, also known as Jolly Ranchers mixture, also called "lean" or "Sizzurp." Students can be found positive in these instances under the influence, used, possession, refusal, sale/distribution, and substance type. Some findings and updates – we had more positives than negatives. We actually had the highest this year. Students were in possession of alcohol, marijuana, heroin, unauthorized over-the-counter drugs, and drug paraphernalia. We had some poly-substance abusers, which is dual use. We have more males than females. During the 2015-2016 year, we also tested for k-2 Spice, which is an additional drug in the medical evaluation drug screening. You also have the 16-year comparison chart in red from July to December, from January to June, and then in orange overall total for July to June. This ends my presentation. Does anyone have any questions?

Comm. Mimms: The numbers are very alarming, but one thing I have noticed based on the report is that we have a 60% reduction. There were formerly 24 SACs and now we have 11 in 34 schools. With the numbers and the percentage of increase of the testing of positives, what are you using to identify the root cause of these concerns? Do you believe it's because we don't have SACs? If it is, how do you identify that? I see the chart and it shows positive/negative. When it comes to the budget process, if we want to say we need some more SACs, we need to find out what the reason is and what the impact is. These numbers are alarming, but I want to see what some of the root causes are. I don't know if you have that data to find out what's going on. Is it in the home? Is there a dysfunctional single family home?

Ms. Lepore: It's a variety of issues that you just raised. We actually find out when students are positive they come and meet with our licensed clinician and she does a 45-minute to 1-hour interview with the parent present and ask kids about the five life areas that they are involved in. Sometimes the students don't tell everything, but the SAC knows from counseling the student or maybe they're one their counselees. She will inform the clinician when she has to make a judgment regarding what type of program they would need, if any, or to return to the school. We've seen everything from dysfunction in the home. When we see that, if we can, we contact DYFS to get them involved. There is lack of supervision. Not enough activities to keep students occupied within the city. You'll see a lot of things. They will go to the internet. They're on the phones. They're texting each other. They don't tell us everything, but we hear enough and we try to do as best as we can with 11 people. They're running around to various schools. We have some that are in four schools. We only have one in each high school. The majority of the statistics you see are happening in the high schools.

Comm. Mimms: Can you just provide that data of when we were fully staffed with 24 SACs versus what it looks like now and some of those variations of what's happening in comparison to what it was in the past?

Ms. Lepore: On the chart that you have right here we were cut back on 2010 and that's when more positives surfaced.

Comm. Mimms: So from 2010?

Ms. Lepore: Yes.

Comm. Mimms: Is that the 2009-2010?

Ms. Lepore: It was in June. It was 2010-2011 and it starts shooting up. Don't take that literally. More positives started to happen then. Back in 2007 you'll notice it was reduced. We find that when our SACs are out on medical leave or they leave the

district, but the time we hire somebody in that amount of time we see more positives. No one can counsel those kids quick enough and get a hold of them to find out what's going on in their life, if they need Perform Care, see a therapist, or be referred to a mental health facility. Every case is unique. You can't make an overall judgment on everybody. You have some problems that could be in the house and other problems with one-family households and there's no father involved. You may have a father but no mother involved. Again, it ranges from many variables.

Comm. Hodges: I'm just going to expand a little on what Comm. Mimms talked about. An interesting number would be repeat abusers. We already have a school-to-prison pipeline. I don't want to really encourage that. Actually, I want to go the other way. Students who are repeating are another indication of the ineffectiveness of our service that we're providing. Do you capture those numbers?

Ms. Lepore: We don't see as many as some people think. We do have a few and in some cases if they're identified the second time there's a possibility that the parent removes the student from the district and moves them to another town. We've seen that.

Comm. Hodges: Are you seeing an increase in heroin use?

Ms. Lepore: Not yet.

Comm. Hodges: That's very interesting.

Ms. Lepore: I attended a conference with a renown speaker. He talked about the opiate problem that's out and he indicated that right now it's more of a White issue than it is an African American issue.

Comm. Hodges: Yes, it is. That's what I was wondering because we get rated heavily in the City of Paterson for drugs that we're not using to the same degree. It's just interesting to see how we're not seeing that problem.

Ms. Lepore: We're not seeing the use.

Comm. Hodges: Just the sales. Thank you.

Comm. Capers: This is great data. On the school-sponsored activities where it says, "The speaker addresses the following with the students," how many speakers come out throughout the year? How many seminars do we have throughout the year for one high school?

Ms. Lepore: You have to remember that many places or speakers charge. When we have no funding we have to look for speakers who can address these issues that do not charge us. Drinking and driving depends on the school, the SAC, and the principal approving them to come in. They usually do it during the health classes. We did have a group come in that was sponsored by State Farm two years ago and they talked about drinking and driving and did a whole assembly program with that over at Kennedy. Then they were able to go International. But we have so many high schools and that's the issue.

Comm. Capers: Is this mandatory for the different schools to have these programs?

Ms. Lepore: No. It's not mandatory. However, many of the SACs schedule things during School Violence Awareness Week and they know that it's not just during School Violence Awareness Week. It's all year. When you're in four schools it makes it very difficult to schedule and coordinate various activities like that.

Comm. Hodges: Is marijuana still the highest used drug?

Ms. Lepore: Yes.

Comm. Hodges: What would be the second highest?

Ms. Lepore: It's a combination of alcohol and then students coming in with "lean" or "Sizzurp." They find this on the internet. It's Sprite, Jolly Ranchers, and cough syrup. It's a horrible smell. They walk in the building with a Sprite bottle and since I did trainings with security last year, security stops them from coming into a classroom or homeroom if they see them in the building. Sprite is clear and now when they add cough syrup it's like a dark liquid, so it's got to have something in it. When you smell it it's a horrible smell, but they drink it.

Comm. Hodges: And PCP?

Ms. Lepore: We haven't seen that.

Comm. Hodges: There's a combination of marijuana and formaldehyde. I can't remember what that's called.

Comm. Irving: Wet.

Comm. Hodges: Oh, I see. You're quite knowledgeable. I actually have encountered patients with that. Are we seeing that?

Ms. Lepore: No, we haven't seen that.

Comm. Cleaves: Thank you.

Capt. James Smith: Good evening everyone. I would like to congratulate Comm. Irving, Comm. Martinez, and Comm. Capers on your election. Welcome aboard again. As you can see, I work very closely with Kathy in substance abuse and also on the EVVRS, which I inherited many years ago. We report to the state and these are our numbers. If you look at July, which is highlighted in red on that chart there, you'll see that the 16 and the 59 total 75. Usually we do the six-month intervals and then at the year-end we put them in. That's our statistics as it occurred for the 2015-2016 school year. We're compiling everything now for the first report of 2016-2017, which we will see some difference in. We'll have to take into account whatever transpired during that time period and then we'll see what the outcome will be. We'll address it here and we'll move forward. I can entertain any questions anybody might have.

Comm. Irving: For July 2015 to June 2016, are these all the reports?

Capt. Smith: Yes, they are. First of all, July through December takes in two months that we're off. We're off July and August. We're taking from September to December, plus we're off a great part of December. So in essence, you have three and a half months of reporting.

Comm. Irving: Given the numbers we see here and knowing what we went through as a budget exercise last year, do you know what our numbers look like even up to this point relative to the violence and the vandalism categories?

Capt. Smith: I don't have an exact number. I'm still compiling it. It's more. It has to be more. I don't have the exact numbers. I would be guessing. We're going through it right now and we're verifying that each incident is actually an incident. If you had two adults fighting, that's not a violence and vandalism report because it has to involve a student. We take great care in looking at what each individual report comes with. In addition to that, we sit in a monthly meeting with the PEA and we go through each violence and vandalism as well as the worksite health and safety committee. We go through any facility problems they may have and then any questions they have we try to answer. We follow up with the schools and we make sure that everything is being followed according to state statute and guidelines that are put before us.

Comm. Irving: The same request Comm. Mimms had of Kathy I'd like to make of you, even if you can just give us a number. If you can go back and look at where we were in the 2015-2016 school year at this stage and where we are now, this way we're comparing apples to apples. That would be very helpful for us as we get through the budget cycle to begin talking about what public safety looks like.

Capt. Smith: From July 1 through December 31 of last year we're going to try to get that report to you by March so you'll have it at the March meeting. That's what we're doing now.

Comm. Capers: Under violence, what's the definition of violence?

Capt. Smith: Violence takes many forms. It's a good question. It's a threat, assault, extortion, fights, kidnapping, robbery. Those are some of the categories that fall under violence. We have two types of violence. We have student-on-student, student-on-staff, possession of weapons, whether it be a knife, or an air gun.

Comm. Capers: In January 2016 to June 2016 under violence you have the number of 59. Is this 59 fights?

Capt. Smith: They're a variety of incidents.

Comm. Capers: How do you add up the numbers of just fights in the schools districtwide? Does that fall under that 59?

Capt. Smith: Each report that comes in there's a checklist developed by the state. Where the incident falls on that checklist we check it off and make sure that we have the student's ID number. We interview the people involved to make sure that the principal signs off that it in fact did occur. Then once we're sure that we have all the correct data my secretary enters it into the state system. We have one central reservoir that collects all this data. This way we don't have 30 different interpretations of what's going on. We have one interpretation and if we need to correct or find out what's happening at a particular school we do. Some people might list a robbery, which is actually a theft. With robbery you need force and fear. With theft it may be breaking into a car or stealing of a car. We make sure that the data is correct and it falls within the guidelines as established by 2-C and EVVRS.

Comm. Capers: So if a fight breaks out in a school do you get the data from the principals?

Capt. Smith: Yes, we do. The principals and also security is involved there. There are two different types of fights. You can have a fight by mutual consent between two students, which may not end up on an EVVRS. There are certain parameters that have to be followed, if it's a shoving match or a pushing match.

Comm. Capers: So that's not reported?

Capt. Smith: That may not be reported. However, if it involves punching some kid in the face and there's some type of stitches involved, naturally that would be reported. Depending on what the situation is it may even be reported to the police depending on what it is.

Comm. Capers: Okay.

Comm. Hodges: Do we have a list of how many of these cases were referred to the police? I imagine not all of them are.

Capt. Smith: We have a report that comes in and there will be a box there that will be checked off that will say 'police notified.' Just because police are notified doesn't mean a child is arrested. It may be that we have to file the complaint as according to statute. A lot of times the student will go down and there will be a station house adjustment where the parents will talk with the juvenile officer and they rectify it. Or when we have a box checked off 'police notified' it may be for vandalism to the school where computers were stolen. They can enter it into the NCIC system. Police notified isn't necessarily police complaints are filed. Does that help at all?

Comm. Hodges: Sort of. I'm interested in a list of the number of students who have been arrested, taken out of the building. What I'm hearing in some educational communities is this is a growing problem. We're turning our schools into police states.

Capt. Smith: That's not the case with us.

Comm. Hodges: That's fine, but what I'd like to see for myself is the data. I'd also like to know the age groups that are being arrested. I saw some SIR reports where I was surprised and a little disturbed, which prompted some of my questioning and I received some very interesting responses.

Capt. Smith: Thank you.

Comm. Hodges: This is a growing problem in two respects. Number one, the numbers of incidents where students are acting out in classrooms are increasing. They're acting out to be taped, photographed, or what have you. That's skyrocketing. They're injuring other students and school staff. It's helpful to take a look at that. Then there's the issue of the suspensions and the actual punishments and whether they are very effective. It's useful to take a look at it from our point of view so we can see what's being said. Then of course there's the police involvement in some of these behaviors, which sometimes can be questionable. That's why I want to take a look at that information and decide for myself what's going on.

Capt. Smith: I'd like to answer some of those questions.

Comm. Irving: Capt. Smith, I think having that information is helpful on a multitude of different fronts, especially when we're talking about the budget for next year. I just want

to make sure that's shared with the entire Board, not just you. If you can also go back at least three years, we can get a report for how many young people who have actually been arrested.

Comm. Hodges: According to the SIRs.

Capt. Smith: Let me clear up some misstatements and some misinformation that was given. I want to make it clear so everybody understands where we're coming from here. Remember, we have approximately 30,000 students in the school district. If we had students 18 years or older that were actually arrested, you're going to see probably in the area of 10 to 15. If you're talking about students that are juveniles that commit offenses that would be chargeable as an adult, that's not an arrest. A petition is filed with juvenile court. It doesn't become part of their permanent adult record. They are not photographed and fingerprinted. None of that! We have to get away from this mentality that we're locking kids up and bringing them down. One question that I found enlightening would be one question that Dr. Hodges proposed, "has the district adopted the police standard for what is childhood behavior?" The answer to that is no. We develop the state standard to what is 2-C and what is developed by the Department of Education. I have to refer to legal on that, but I don't believe this Board can supersede state statute and also the Department of Education. That's my opinion. If I'm wrong and I'm directed otherwise, then naturally I'll abide by that. I know that I'm asked a lot of questions, but sometimes when I ask for clarification I don't get an answer. That's why I'm asking you as Board President to help me help you.

Comm. Irving: It will be helpful if you can get us those three years.

Capt. Smith: I will.

Comm. Irving: I think the delineation between the two is going to be important. If you look at numbers and let's say we only see 13 or 14, given the sentiments of the community and conversations around policing, folks may say this may or may not be accurate. I think it's important for all of us to understand, especially if you're a juvenile, that that won't be recorded as an "arrest."

Capt. Smith: Exactly.

Comm. Irving: Compared to a kid who's 18.

Capt. Smith: However, I need some clarification. I took five or six examples and if you can let me know whether it's childhood behavior it would be helpful to me. For instance, and I won't mention any names...

Comm. Irving: Jim, we're not going to do that.

Capt. Smith: I just want to do a couple. If I have a student who lights another student's hair on fire, is that childhood behavior? Or should we report it?

Comm. Irving: Jim, we get the point. Your point is well taken.

Comm. Cleaves: All of the incidents that are reported are not recorded as a violence incident in your report? For instance, we just received an SIR. The child was being escorted to the principal's office and spit on a security guard. Would that be considered a violence report?

Capt. Smith: That would be considered an EVVRS report. Nothing necessarily happened to the child other than what the school policy would take effect. We wouldn't bring this child downtown on that. We wouldn't do anything like that, but we would memorialize it to make sure that this doesn't become a common occurrence. There would be no photographs, no fingerprints, no permanent record, or anything like that.

Comm. Cleaves: For reporting purposes, it would be considered one of the 59?

Capt. Smith: Depending on what year. If you spit in a security guard's face, that wouldn't be childhood behavior. That would be an assault.

Comm. Cleaves: So it would be under your violence report?

Capt. Smith: Yes, it would be. Chris, that's an example that helps clarify it for me.

Comm. Irving: Why are you picking on me?

Capt. Smith: Because I'm asking something and you're trying to cut me off. I want you to help me. Help me help you.

Comm. Irving: I think it's important for us to understand there are different school districts in different states that have this epidemic. I've not heard it be an epidemic here. I just think it's still important for us to know that we don't have that problem and also for us to recognize that we don't have a problem and that we continue to do what we need to do as a Board to not have a problem. I know you guys do training with the Paterson PD.

Capt. Smith: We do our own training, too. We have people that are skilled in this. There are a lot of other things that we do that you can't put in the report and you can't check off on the check box. For instance, we have parents come in and they have a problem with their child. It may be a sexual problem. We offer guidance and help. We refer them to the agencies that they need for help and many of the parents come back and thank us for the help. I was that child. I was born and raised here. I graduated Kennedy High School. I come from the city. I understand the problems that they have there. I don't want them to have a record. I don't want them to have this if we can rectify the situation. It's only ones that go beyond the norm that we have to deal with differently. Look at some of the people I have. They're Paterson residents. Take Tommy Conyers at School 21. We had a six-year-old that was left by a parent there. He gets off at 3:50 and at 4:30 he's sitting there with the kid because he only lives six blocks away and he wouldn't let his kid sit there on that corner. There are many things that would go into it here. We have trained, smart, intelligent, professional people working at the school. I have Sergeant Muckle here. He's back there. He's one of my idols, one of my role models who work with me at the schools. He cares about these kids. We're not interested in establishing arrest records for them or anything like that. We're interested in helping them whatever way we can. But when they go outside the norm and we need to correct it, we do what we have to do.

Comm. Hodges: There are programs that are exploring different ways to address student-to-student conflict. Restorative justice is one. Student juries are another program. It's a motivational approach out of Boston. One of the reasons I asked the question was because if you go on the internet you will see case after case of students fighting in the classroom amongst each other using chairs and attacking while it's being photographed. Lately a lot of female students are increasing their levels of activity. There was one horrible case where a young lady was thrown across the room during

one of the arrests. There are exploding numbers of students who are acting out in this manner in our classrooms. We had a teacher who was assaulted here by a student because they took a phone. This is a growing problem that we have to take a look at. Whether it causes sensitivity or not, I don't care. The real issue is how do we address the needs of our children and these needs are expanding whether we like it or not. It makes sense to take a look at all of these things. We're about to talk about k-2 suspensions, which is a very eerie issue that I'm trying to get to. Without having to really go through what we just went through, I'm simply saying that we need to be aware that this is happening and taking a look at these numbers which are in fact increasing and get out ahead of that, particularly since we're not going to have the same staffing that we've had in terms of SACs or the money for security. Given all of that, I think it's prudent to have these conversations in advance of these worsening conditions. That's we do these things. That's why some of us are here.

Comm. Cleaves: Thank you, Capt. Smith.

Capt. Smith: Chris, can I get answers for clarification when I ask for them?

Comm. Irving: Next time.

Capt. Smith: I'd like it because then I can help you better.

Comm. Irving: You're worse than a politician.

Pre-K – Grade 2 Suspension Task Force Report

Dr. Evans: Next, Ms. Shafer and the Pre-k – Grade 2 Suspension Task Force will present its' report.

Ms. Shafer: At this time, I'm just going to ask those in the audience that were on the pre-k to second grade suspension task force to please stand. I just want the Board to get an idea. These are only some of the representatives. I want to thank all of them. They put a lot of extra time and hard work into putting the book that you have in front of you together. We're going to go through it and try not to take too much time in doing that. I'm going to walk you through the first couple of pages and then we'll move to our subcommittees. If you look on page one, it was our Superintendent, Dr. Evans, who made it very clear that the Paterson School District would not suspend pre-k to second grade students after November 1. With that said, I was asked to put a committee together and take a look at what were we going to do rather than suspend pre-k to second grade children. If you look at the rest of page one, there's really some startling information based on the research. African American students make up 16.4% of the student population, but 40.2% of the students who receive out-of-school suspension. School administrators referred 2,300 students to law enforcement and 31% were African American students. Students who are expelled or suspended are 10 times more likely to drop out, experience academic failure, and grade retention. The list goes on and on. When we suspend pre-k through second grade children we've already set them up for failure. Effective November 1, the Paterson School District was no longer suspending those students. We had a task force that was divided into four subcommittees. You can see the full committee on page 6 and the subcommittees on page 7. Those subcommittees consisted of impactful strategies and interventions, revision of the student code of conduct, implementation of PBSIS, and expectations for students and parents. One thing we learned during this whole process and through the research was that we need the parents to be involved. We need to involve the parents and we need to be communicating with the parents of children in pre-k through second

grade. I'm going to ask at this time the impactful strategies and interventions, the chairpersons, Sandra Diodonet, Assistant Superintendent, Linda Reid, and Andre McCollum.

Ms. Sandra Diodonet: Good evening Dr. Evans and Commissioners. The committee met on three different occasions and we put together 11 recommendations or strategies for interventions that we felt were impactful, as well as an additional five recommendations that would require more funding. We began with a meeting with principals where they gave us their strategies. They gave us a list of 31 strategies that we later then consolidated in these 11 different categories. The first one was counseling for both students and parents when necessary because we felt that it provided a positive impact. The counseling would prepare students for challenges of the 21st Century through academics, career, and personal and social development. We also discussed schools having a PBSIS approach and Ms. Holtje will come up. That was a whole different committee that did something on PBSIS, so I won't steal her thunder and tell about those strategies. However, the research is clear that schools that have PBSIS have shown that there is a reduction in negative behavior and there is also data that is collected to help in that. Using a teacher buddy system, if little Joey is behaving in a certain way, instead of just sending him down to the principal's office and inheriting a suspension, you would have a buddy teacher that would assist the other teacher in getting him back on task and instruction would continue. Number four, which is lunch detention and the Saturday family project, is the one that is going to require a lot of assistance from parents, teachers, and the community at-large. It's not a Saturday detention, but it would be a place where workshops would be conducted on positive behavior, character education, managing anger, or any appropriate workshop for those youngsters. It would be a family project so when they leave they would have done something together, as a community, and as a family. We're very excited about the potential of this Saturday family project. We don't want to say it's a Saturday detention because it's not. We're building relationships, helping youngsters, and promoting a change in mindset. We want to promote positive behavior in and outside of the classroom, not only inside Paterson Public Schools classrooms, but also in homes and in the community. It was a committee effort, so I didn't want to do all of them. Family and community engagement workshops will be hosted by our Family and Community Engagement Department with Mr. McDowell. They will provide quarterly workshops on particular topics that impact students, parents, and teachers. I know that he has begun that work already and he's talking to the assistant superintendents and other principals to see how we can move forward with this. They will also be able to help parents and community members on how to get different resources, such as Perform Care, and also connecting with local clergy so that we can assist with situations that lead to more supportive efforts for family as well as ultimately the child. We'd like to think of parent conferences, not only as a place where we talk about Johnny's behavior, but let's take this as a moment to build a team between the school and family and prepare an action plan so that we can help Johnny. Many times some parent conferences go something like this, "Hi. How are you? I'm sorry that you miss work, but Johnny wasn't behaving. We're giving him a two-day suspension. Have a nice day." It would be more of a plan of action to sit down so that we can eventually help Johnny and help that parent become a strong member of the school family. If the behavior is such that we've tried everything that we could with that family with all the support services and if an IRNS meeting or counseling needs to be offered, then we would start this through that platform. Modeling good behavior through scenarios approach – the grant that we have currently with the US Department of Education where our principals and staff do some role-playing and then you have to make a decision, we want to do the same in reverse with children. Here's a bullying scenario. What would you do? That is another interesting and really exciting approach that we want to take. It's the version of what

would you do in this situation. Instead of saying, "You weren't supposed to hit him, you we're supposed to tell a teacher," let's see it in a visual so that next time Johnny knows. That should be a very exciting approach that we will use. Obviously we would use our own children to model this positive behavior. Quarterly social activities will be a school wide approach to positive behavior. Everybody's behaving. Our suspensions in the upper grades and our behavior in the lower grades are up to par so let's have a family movie night, a pajama night, a 'caught being good' dance, or a yoga night to help promote better behavior. Yoga nights are a lot of fun. School 5 had them. We'll have security there. Number 9, educational proactive assemblies, is getting community members to have assemblies throughout schools. I know that Mr. T.J. Best is working on getting those assemblies to the schools, such as anti-bullying and what would you do. Those types of assemblies where you talk about it and children can see it are also a strategy to help reduce bad behavior. I'm going to let Mr. McCollum do number ten because this was your brainchild.

Mr. Andre McCollum: Good evening. Regarding number ten, this one is personal to me. The vision was it was important to underscore the fact that we do not want teachers to just be sending students to the main office for anything in the classroom and losing instructional time. We have to guard instructional time. We came up with four steps with that OCR incident report document so that the first thing that the teacher does in response to a student misbehaving or not being on task is to give an eye warning, a gesture, or go stand next to the student. You don't have to say anything to the student and sometimes students get back on task. After that, the next thing to do is a verbal warning. You look at the student and you direct them to do what needs to be done to get back on task. If the student does not respond to that, then there is the conference with the student. Still you want to get the student back in the lesson as soon as possible while simultaneously keeping all the students focused and on point with the lesson. You want to have a couple of minutes with the students just to redirect him or her. Hopefully they respond to that. But at that point if they do not respond, then you have to call for assistance, hopefully on your floor and not necessarily to the main office, to have someone take the student out of the room and still try to redirect them so that we're not taking them off the educational stage. They're in the process because the objective is recovery. We want them to recover from what is distracting them and to get back on stage.

Ms. Diodonet: We're on page ten. The following must occur before ISS is issued. You have to build relationships with students and counseling comes first. That could be done at the classroom level as well as in the office as well as with your buddy teacher or whoever it takes in the building that this kid has a relationship with in order to establish what the problem is. Through counseling you build relationships. You communicate effectively. We talked about the 'it' factor. Some children in k-2 don't know what it is. What did I do that I'm in trouble? Let's talk about it. Let's talk about this infraction. Academic work would be provided in those ISS classrooms so it's not just a babysitting session. If you notice, we left this for number eleven because this is our last resort. There's still suspension in that word. It's not the approach that we want to take. It's a last resort. It's not a 'one and you're done' approach. There are several steps that need to be taken before we issue an ISS. The following are the top five strategies recommended by the committee which would require funding and obviously more research. Yoga in the classroom and empowering communities through mindfulness and self-care practices, hiring additional behaviorists assigned to several schools on an as-needed basis to help meet with identified students and staff members to provide strategies and support. As a principal I know that this strategy has worked. We had a child that would probably have ended up in a BD classroom or working with a behaviorist. He's now mainstreamed. That takes work, but it's a worthy cause. I'm

going to leave number three for last because I want Ms. Reid to talk about the restorative justice approach in detail. Number four, parent, staff and student professional development to have knowledge of the school-to-prison pipeline, which is this epidemic that is plaguing schools across America and the nation. Far too often students are suspended, expelled, or even arrested for minor offenses and leave visits to the principal's office a thing of the past. Statistics reflect that these policies disproportionately target students of color and those with a history of abuse, neglect, poverty or learning disabilities. If we can provide a summit for professional development in this area it is our hope that suspension will not be the first measure used by administrators when a student displays a challenging behavior. Finally, early childhood department training, Ms. Nancy Holtje along with Assistant Superintendent Susana Peron are really open for this to provide training on social/emotional needs for our students and to teach all of our teachers how to deal with early childhood children.

Ms. Linda Reid: Good evening. Restorative justice is what is being used around the country instead of out-of-school suspensions or in-school suspensions. It can be done different ways and it does not always necessarily cost a lot of money. We're talking about peace circles and peer-to-peer mediation. The students are being taught. Someone will come in as a peacekeeper and keep peace or teach the kids how to deal with the situation at hand. Sometimes when you suspend a child and you send them home for the day, they come back and they may do the same thing. They haven't learned anything. They don't know why they were suspended or whatever. It takes patience, communication, and community members. It takes people believing in the children that they can succeed. You have to get to the root of the problem to find out what's going on. There are many reasons. You just can't say that a student is disruptive and they just need to go home without trying to find out why. That takes investment in our children. We're supposed to be here for that, to invest in our students. Restorative justice is used across the country instead of suspensions. There are many ways of doing it. There are many ways of being taught how to do it. One way does not necessarily mean that it will work for a different school. You have to do different things to make it successful. The only thing that it has to be is consistent. If it's going to be done in the district, it just needs to be consistent. We usually have a problem with consistency. This school may say one thing and another school will say another thing and everyone is confused. I know as a parent I'm confused if I have a student in one school and they're suspended for this reason and then in another school they're not suspended for that reason or different things. It has to be consistent throughout the whole district. That's just my take on that.

Ms. Diodonet: On behalf of the committee, we'd like to thank Dr. Evans and Ms. Shafer for the opportunity to serve. Do you have any questions?

Comm. Cleaves: The quote at the end sure sounds familiar.

Comm. Mimms: I have a couple of questions, and it may be more for Dr. Evans or Ms. Shafer. I want to commend you for the effort and all the great work that you put into doing this as the concern was presented that we work diligently to bring some resolution. One of the concerns I always have is when I see the committee list of committee members. This is just based on stats. There are 37 members identified, but out of that number there were only seven parents. There were parents from only four schools. I'm not sure if the data only represented that population of schools. But according to what I see here there were only parents from School 5, School 9, School 12, and School 28. There was one parent from School 5, two from School 9, three from School 12, and one from School 28. The bigger concern as I kept reading was that in the research it said African American students made up 16.4% of the state's student

population and comprise of 40.2%. In this listing there are only two African Americans. When we're looking at the data when we're dealing with children we need to make sure that we have more parent participation in our community. We need to understand from a parent's perspective. It's not that some of these members may not be parents. It's nothing against the individuals, but we need to have more parents on the committees. Especially if we're saying with African Americans the population is higher, then we need to have more African Americans in the list. It doesn't take away from the others. Then we also need to look at the data and say which of the schools had the highest percentage of suspensions. I don't know if that's identified because of these four. I don't know if this is a working document and you're still doing it, but those are some things we need to include. We need to look at the suspension data and identify what schools have the highest suspension rates. Then if those parents are not in, we need to include some of those parents and ensure that those parents are African American. If we're saying that's the highest population, then we need to ensure that's represented at the table.

Ms. Reid: If you look at your data, out of the almost 30,000 students only 26.5% of them are African American students in the school district.

Comm. Mimms: So what is the higher percentage then?

Ms. Reid: Hispanics. Look at your data.

Comm. Mimms: Any way you look at it, this parent list should not only be seven parents. That's what I'm trying to drive. You need to make sure parents are at this table and then whatever population needs to be here, like Hispanic. If the second tier is African American, they need to be represented or whatever our research data is. This is a working document and on here there are items that you need funding for. If we want to go and write grants, this is what they use to balance out to give us the money. I'm just giving insight to help us to get that data. It's just something to help. It's nothing against the work you've done. This is what you presented to us and this is something that if I see it other people will see it outside of the district. We want to be models. When we do something, I want other districts to model what we are doing first. This is a great idea, but I just think we need to always think about parents. We have to make sure our parents are at these tables and giving their insights. They are going to learn. As they're sitting working in these groups, it will help them be able to assist their kids. Their kids were suspended and they may not be that parent, but their school had a high percentage of it.

Ms. Diodonet: Duly noted.

Comm. Hodges: Perhaps this should have been given to some of your other staff members who didn't seem to have the understanding of what I was trying to drive that. To wit, the number of African American students who get referred to law enforcement is 31.3% of the state's population. That may not trouble some people, but it definitely troubles me and it's precisely that that I was talking about. Maybe I was inadequate in my explanations of what my concerns were. I'll be blunter in the future.

Comm. Cleaves: I think you just gave him too much at one time.

Comm. Hodges: That's your statement, not mine. The concern that I have is this is a problem that is exploding across the country. The behavior is worsening. I would look at this as a training opportunity to inculcate a behavioral pattern starting with kindergarten to second grade. Because of that, I think that the behaviorist is extremely

important here. It may cost some money, but you want to put together a regimen that the child can grow into throughout time. If you taught those understandings earlier on so it becomes a pattern of behavior, it may decrease what you experience later on in the classroom. For me, the behaviorist would be extremely important in trying to set out a pattern of remedies or interventions that you would employ when you see this kind of behavior. It's also important to me that there be an extensive conversation with parents and the teachers. I don't like absolute one way or the other zero tolerance programs or absolute we're not going to do anything programs because both of those things can backfire. When you don't suspend any children, then that can be a problem as well. If a child comes there carrying a knife and is threatening kids, that child should not be in the classroom, until whatever that child needs gets addressed. To say we're not ever going to do that, I'm not quite sure that's the wisest approach. But I think if you take this and develop a model that you want to export to all your teachers then it might be more effective. I commend you on some of the things you're talking about. There are a lot of new programs talking about restorative justice, team juries, and behavior modification. We have to counter what's actually happening in the environment with kids becoming far more aggressive. When it does happen, those kids do get referred to the police and they do get arrested. We have to find ways to mitigate their behavior, which can be of serious concern to fellow students, teachers, and quite frankly, to themselves. I'm hoping that we'll go the next step, which is actually putting together a regimen that we will follow at those earlier grades and then expand it going forward and make it more sophisticated with the age of the student. I hope it doesn't stop there.

Comm. Capers: This is a great formula here. Doing the research, did you find where else this is working in an urban district?

Ms. Diodonet: Baltimore, Maryland has the yoga approach with the restorative justice. Newark has restorative justice and yoga. In Baltimore it started off as research and then the whole district has it.

Comm. Capers: On number nine, I met with T.J. Best and he explained to me how the whole bullying process works. I know you guys said you wanted to see more bullying seminars in these different schools. T.J. is just one person in the district. Why aren't we putting pressure on the bullying coordinators to do these different assemblies in these different schools?

Ms. Diodonet: Different guidance counselors do reach out and make contact with other agencies. They do bring in assemblies to their buildings. If we're doing something on a greater scale, T.J. would be our contact person. If a guidance counselor needs more support or doesn't know where to go, they would contact T.J. to get that advice.

Comm. Capers: I'm just asking because I work in a school and I haven't seen one. I just want to know what we're doing to put that in place.

Ms. Diodonet: We can get a report to you that would tell you by school who did what. That could be done. I know that those assemblies are occurring throughout the district.

Comm. Capers: I know some schools that need them don't have them. Some of the schools that probably don't need them are doing it.

Ms. Diodonet: We'll get that data to you so that we can then have those conversations with those building principals.

Comm. Capers: Perfect. Number 10 is a great one. I love the approach. I just have a concern. With this one through four approach is great, but what I find working in different school is that the teachers don't have the classroom management skills. Then that becomes a big problem because that child is in trouble and he might be in ISS because of that teacher. Are we training the teachers for classroom management?

Mr. McCollum: There's a lot of training that's ongoing in the district where teachers are concerned for classroom management in the building and in the district at-large. The OCR document in this format is actually an accountability piece so that with fidelity the teachers are trying to keep the students in their classrooms and they're not just trying to put them out of the classroom. It's also a possible record depending on how many there is of an instructor's inability to manage the classroom. So when I confer with the teachers I tell them to write the incident report regarding what's going on. We're training them on how to write these reports. However, if there are a lot of reports, then that's also a reflection on you as a teacher as to what's going on in terms of your classroom management. When you come from that perspective, the teachers look at this and they say, "I'm going to send serious situations out of the classroom and I'm going to have thicker skin in managing the rest of them."

Comm. Cleaves: Comm. Capers, the onus on making sure that the teachers have control of their classrooms is not on this task force. It's on Dr. Evans to make sure that his teachers are controlling their classrooms the way they're supposed to.

Ms. Diodonet: Standard number five on the teacher evaluation rubric talks about the classroom environment. Really, before it gets to Dr. Evans it gets to the principal or the vice principal. It would be upon the principal and their leadership team to ensure that the support that that new teacher or veteran teacher that's having classroom management issues gets is addressed at the building level.

Comm. Capers: On ISS, are you guys looking for a budget for that?

Ms. Diodonet: Comm. Capers, ISS is no longer a PC on the list. Schools have to be creative in how they do their schedules. I can have ISS in my classroom, and indeed I did at School 15, where I was still teaching my class, but little Johnny was sitting in the back, doing his work, and getting along well. That could be a form of ISS, not necessarily a classroom dedicated to ISS with four bare walls, but getting different kinds of high-power from either an upper grade teacher.

Comm. Capers: There are some schools, like say International High School, where they have in-school suspension. The teachers run it themselves, but they do like an activity period.

Ms. Diodonet: I was a supervisor at International High School and it's part of the schedule. You might not have a supervision period. Your supervision period would be in the ISS room. The ISS room would be covered for the whole day and then the supervisor or vice principal would be the administrator making sure that teachers show up for their supervision period, which is ISS. It's the same thing for elementary schools. We just have to be creative in our schedules.

Comm. Capers: Do you feel that's effective?

Ms. Diodonet: I did feel that it was effective as an administrator because the child was in school still getting instruction instead of being out in the streets or god knows where.

Comm. Capers: I totally agree with you. Why don't we have that districtwide?

Ms. Diodonet: In terms of...

Comm. Capers: In-school suspension, like you just said.

Ms. Diodonet: So the high schools get a supervision period. The elementary schools don't. We worry more about intervention periods to help close the achievement gap. However, some schools have specialists, but not all of them across the district. If you have a specialist that may have that block, instead of giving them a prep period, we would give them an ISS period. Not everybody has it because the personnel within the buildings are different. Trust me, when we can do it in the elementary schools, we do it.

Comm. Capers: How about the schools that are targeted where more reports of the violence are coming in? Why don't we implement it in those schools? They clearly don't have it.

Ms. Diodonet: I would have to look at the data to see what schools.

Comm. Capers: For example, School 6, School 10, and School 4 don't have it but they need it. If a kid doesn't come to a Saturday detention with their family, what are the consequences? There are no consequences.

Ms. Diodonet: I can't talk for those schools. I would have to get to those principals to see their approach. We would have to see how many suspensions were given. It could be that mom needed John to stay home with the little ones because she had to work. They probably came up with an alternative form of consequences. I don't want to speak out of turn, but I'm sure Ms. Powell can get a question in and we'll try to answer it for you. Some of those schools that you mentioned do have teacher coordinators and they handle those situations.

Comm. Irving: It's 8:30 and there are folks who have not spoken yet. I think we should take a pause for the cause and go to public portion.

Comm. Cleaves: Right after Dr. Hodges' question because he was waiting. We will do that.

Comm. Hodges: My question is less for the committee than it is for the Superintendent. All these discussions seem to point to needing counseling and someone to do that counseling. This means you're going to have to look at carving out additional staff if this is really going to be effective across the 40 elementary schools, having a place to place these children during the immediate event when you're trying to decompress or deescalate. That's going to require some place for that to occur and some person to do that. That may not always be the principal because they may have to go over to such and such to do whatever. You're going to need somebody that does that. That means staffing. That has some significant budget implications that we really have to look at and talk about seriously if this going to work. That's what I wanted to say.

Ms. Reid: In response to your question earlier about the suspension with the school-to-prison pipeline, if you look at your ORC report for 2013-2014 you will notice that out of the 26.5% of African American students in the district 73% of them are given suspensions. 100% of those are referred to law enforcement.

Comm. Hodges: Say that's again, please. I didn't hear you.

Ms. Reid: I said that out of the 2013-2014 ORC report, of the 26% of African American students 73% of them are given suspensions and 100% of them are referred to law enforcement. If you need a copy of it I have it in the office. You can call me at 973-881-8914 and I will email it to you.

Comm. Hodges: I'll give you a call tomorrow. Thank you very much.

*Comm. Mimms leaves the meeting at 8:40 p.m.

PUBLIC COMMENTS

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

Comm. Cleaves: Remember you have three minutes to speak. Let's be cognizant of those who are coming behind us.

Ms. Cesarina Earl: Good evening Dr. Evans, Dr. Irving and Commissioners of the Board of Education. My name is Cesarina Augusto Earl. I know that there are some new members on the Board who were elected to the Board recently and so you possibly didn't hear me speak in November. I was here and spoke to the Board. I am the owner of this newspaper. This is an 85-year-old weekly newspaper that says Paterson, New Jersey on the front. We tried to put in positive news about Paterson, Passaic County, and even nationwide news. We try to not carry any bad news. The reason that I am here is because my mother, the late Mary Augusto, began this newspaper in 1932 with my father. I was born in 1937, five years after they had started the paper during the Depression years. I want to thank the Board for having sent me the information that's required to possibly name a school or something in the school building after someone, such as maybe the media center. In fact, I graduated from School 25. I started at School 16, graduated from School 25, and then Eastside High School. I went on and took library courses and became certified and I started the library at MLK School 30 and the Lester Rutland Resource Center next door to it as well. There is now a new School 16 and that school was slated to be closed back around 1946 or 1947 because the President of the Board of Education in those years, whose name was Louis Schmerber, got the word out that it was too expensive to heat School 16 during the winter. I believe the school went from K through 6th grade, possibly to 8th, but I don't remember because I was only there until the 4th grade. My mother decided that she wanted to keep that school where her little child – that was me – was attending, along with all the other children in the People's Park Neighborhood. So my mother brought 200 people to the Board of Education meeting one evening and she suggested that they remove the top floor of School 16, which had been built in 1880 or 1890, so it wouldn't be as expensive to heat the building. That is what they did. She and Mr. Schmerber had some disagreements but then finally, believe it or not, he went on vacation to Arizona and even sent my mother a card from Arizona. So they became friends. School 16 remained open until about maybe two years ago and now there's a beautiful new building. I went to the opening and the Vice Principal there, Ms. Nancy Correa, learned about this business that my mother had really kept that school open because of her efforts all those years. She also started most of the PTAs in the schools of the City of Paterson back in the 40s. She was the first woman to run for Mayor in the City of Paterson back in 1947 and she is written up in the only book on women in New Jersey's history from 1660 to 1990. That book is entitled Past and Promise, Lives of New Jersey Women. It's a collective biography. As I said, it has the lives of 280 women in it and I

hope that the Board will consider putting the name of Mary Augusto, if not on the school building possibly in the media center, the library or somewhere in that school. She did a lot of work and she had four ladies who worked with her. I can only say I hope you will consider it. Please forgive me that I did not send you the information sooner, but I slipped on the ice on a street in Paterson downtown and I went underneath my car two times. Now, I have a back problem and I couldn't write for a while. That's why I didn't send you the information back immediately, but you do have it now. I believe Ms. Corallo has another envelope to give you with a few more pages. If any of the new members would like to ask me something, you may do so. Otherwise, I will go back and sit down. I'll leave the paper in the room when you're going out in case anybody would like to see one. Are there any more questions or anything?

Comm. Cleaves: Can you stay there for one moment?

Comm. Irving: Ms. Augusto, I rarely ever entertain knee-jerk impulses, but I will say that I think your request has been heard by several Board members. I'm just encouraged by your willingness to continue to come to these meetings. At this state, if the Board will allow me, I would like to entertain a motion to name the media center at new School 16 in honor of your mother, Mary Augusto. We'll go through the formal protocol to do so.

Comm. Cleaves: Can we do it in the form of a resolution?

Ms. Earl: I would be thrilled, being a former media specialist myself.

Comm. Irving: We will put a resolution together at the next Board meeting, which will be on February 15th, if you want to come to the February 15th meeting to get a copy of the resolution. It will be drafted and you will have the bio for your mother, and then...

Comm. Cleaves: (Comments were made away from the microphone and were not heard on tape)

Comm. Irving: Good point. We may wait until March and here's the reasoning. March is also Women's History Month and I think it might be more appropriate to honor her at the March meeting. Nonetheless, our secretary will get in touch with you to schedule it, but we will certainly honor your mother with enshrining her name at the media center at new School 16.

Ms. Earl: That would be wonderful. When you say the 15th, do you mean March?

Comm. Irving: We're going to do it in March for Women's History Month.

Comm. Cleaves: We'll get you the date.

Comm. Irving: Thank you and congratulations.

Ms. Earl: Thank you very much.

Mr. Robert Scott: Good evening everyone. To start everything off, we talk about empowerment and empowerment is important. Just remember that the 55,000 parents of this school district have chosen to have you with that empowerment to make the right decision. To my right I have Ms. Garcia from School 29. We have a number of parents that are here also that are coming up with legitimate concerns. My name is Robert Scott, PTO District Leadership President. We made it a point to pass around to everybody that's sitting at the table a letter underneath that was given by Ms. Garcia

back on November 1 requesting assistance with a detrimental issue that's going on in her school and in some of our other schools, especially School 29 and School 24, dealing with security. As we sat here and we started listening to all the presentations that were made a little earlier we had our Dr. Hodges talk about how we had different individuals that would go into classrooms and start to fight and get it on social media in order to get their popularity. One of the things in one of the other reports we had was talk about how for even six months 84% tested positive for the different things that are happening within our schools. One of the things we also look at is that we had situations where we're worrying about students from k-2 dealing with situations and acting up. One question that we all have is, what about our good kids? With everything that's happening, with everything that the previous speakers may have spoken about, with everything that's happening out in the country, we only have at times only one security guard who can't leave his post while all this is happening to our teaching staff, to the parents, and to the children that are doing their job. I come before the council and I humble myself as I come here to talk to you. With the letter you'll notice that the parents are in agreement that School 29 needs additional security. School 24 needs additional security. There are all these different places that need additional security and we're listening. We've empowered and we're asking and begging for the assistance. We're coming to you guided by fear. We're scared of the good kids. We have a commitment to them. They're good kids that are doing what they're supposed to be doing, but there's nobody that's able to leave their post in order to protect them. I thank everybody here for your time. I'm talking on behalf of all the parents of the Paterson School District. Like I said, I have Ms. Garcia here who sent a letter to the Board on November 1. We have additional parents who are around. We have a handful here. That's what we're looking for. Thank you for your time. With your permission, there's one last issue. With the empowerment that's starting to happen and with the parents that are believing in what everybody on the Board is actually doing we're not being allowed by different principals to unify in order to get our message out and to come together. With that being stated and with what we presented in the letter to you, we have several schools and we're just requesting, if you allow and wouldn't cost anything, a meeting at one of the schools with some of the parents that are here to discuss that they're not even having the ability to raise funds to buy computers for the different schools that are there. They're not being allowed to assemble and you're having, which is against district bylaws, teachers and principals that are running the PTO without input from parents. We bring those bylaws. We're following the rules that you supplied and parents are finally getting into the habit of reading those rules because of the empowerment that is here. But they're not able to go forward and it's starting to discourage the parents. We saw the problem. We decided to go through the chain of command and we're bringing it to your attention. We're just asking for a meeting, just a moment of your time, to address those issues. It's the security at School 29 and at School 24 and the fact that the parents that are sacrificing their time to try to give free time to the students are being blocked because somebody has to get out at 3:00 or no time to beef with them. Thank you.

Ms. Shafer: Before you leave, can you give me a list of those schools that the parents are not able to operate in?

Mr. Scott: We can work on a list, but we also chose to keep it ambiguous because the PTO is standing for all parents and teachers. We don't want to isolate anybody or make it even worse. It is a harsh reality, but we still owe it to protect the parents and the kids that are in the school. There are legitimate concerns that are actually coming up.

Ms. Shafer: If I get the list I know what I need to do with it without compromising what you're trying to do. You give me the list. Thank you.

Ms. Rosie Grant: Good evening. There is some news I want to share with you today because there are some things happening in education policy that we need to be mindful of. The first is very pertinent to us. Today the School Board rejected Governor Christie's proposal to reduce qualifications for charter school teachers. Charter school teachers have to be as highly qualified as regular public school teachers evening the playing field as far as recruiting teachers and retaining them. They denied it on the grounds that the plan had no valid education component to it. This was very rewarding because we had seen a State School Board that has always agreed with the Governor so this was a departure from their normal behavior. It speaks volumes. Yesterday the New Jersey Supreme Court denied Governor Christie's motion to reopen Abbott, to give him authority to override the terms of collective bargaining agreements and to freeze the School Funding Reform Act. Again, this gives us grounds to continue to advocate for adequate funding for Paterson Public Schools children and I think it's something that ought to be celebrated. Today quite unexpectedly at the national level, Eli Broad of the Broad Foundation, who is a billionaire that backs charter schools across the country with billions of dollars, joined the campaign to stop Betsy DeVos' nomination. That's fantastic news. We just need two more senators on the one side to vote to stop her nomination. Lots of people are working on that. If you haven't personally weighed in, I'm going to ask you to please go on Facebook, find Journey for Justice, and they have ways for you to weigh in with phone numbers for senators to call and ways to send faxes. The phone lines are flooded and you can't get through so I'm asking anyone who's hearing me tonight to go to the Journey for Justice Facebook page and add your voice to this campaign to stop Betsy DeVos. Anyone who does not believe in public schools should not be in charge of America's education. I thank you for your attention to this and for your support in our local advocacy campaigns. Thank you.

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

Pre-K – Grade 2 Suspension Task Force Report

Ms. Shafer: Susana Peron and Nancy Holtje will go over what we currently have in the district with PBSIS and what our future plans are.

Ms. Nancy Holtje: Good evening everyone. Our committee is the implementation of PBSIS and the subcommittee's ultimate goal is to focus on prevention, developing clear behavior expectations, and creating nurturing learning environments that are grounded in early childhood best practices. The committee met with Dr. Sharon Lohrman, who is the Director of New Jersey Positive Behavior Supports in Schools, from Rutgers University. The committee looked at the Pre-K to Grade 2 suspension data. Preschool has never been allowed to suspend children. Dr. Lohrman and the committee came up with two steps, the beginning of the plan, where the schools that have been identified as high priority were put in order. The first step would be for each school to complete a self-assessment so that we can help particularize a plan for each of those schools to meet their distinctive needs. The schools there are listed. That would include building capacity of the staff to support and prepare all children to succeed by creating positive climates. The professional development is listed there. Currently the schools using PBSIS would be revisited and Rutgers will help us at no charge to the district.

Comm. Irving: That's even better.

Ms. Shafer: Next, we have the revision of the student code of conduct.

Ms. Cicely Warren: Good evening. The work of my subcommittee was to examine the current student code of conduct, which was designed to promote consistency between schools, and see if the language was actually appropriate for our primary students in grades pre-k to two. Our work begins on page 13 of your document and it reflects the new language. When we looked at the existing code of conduct and the level of infractions that were indicated there, some of it was completely inappropriate for students at that age level. It involved violations of dress code. Of course, students who are in those grades are not really the ones who are in charge of what they're wearing to school. So it didn't make sense to assign a penalty or a consequence if they're not in their uniform as per the student code of conduct. That could require a different sort of remediation. The old language included failure to report for detention and failure to produce a school identification card. That language is really for our high school students. Essentially we struck language that was inappropriate for the primary grades, including the language referring to penalties. At this age level students don't really understand what a penalty is. They can connect making good choices and we don't want to use the language of penalties with students who are that young. We speak in terms of remediation. If you look at page 13, Category 1 is shorter than it is in our current student code of conduct. Any infraction that is in Category 1 would really be addressed with a notification of the parent or the guardian of the behavior that was inappropriate, possible referral to counseling, or peer mediation if it involves a dispute between two students or a disagreement. It also includes possible detention before or after school, at lunch, or on Saturday. Those things are left to the discretion of the principal. In Category 2, we removed language that was not appropriate to this grade level. Of course, this is an elevation of behavior, things like theft, disruptive and disorderly conduct, unauthorized departure from school or class, sexual harassment, school bus misconduct. I'm not going to go through all of them for you because you have the document there. But the remediation in this case is immediate negotiation with the parent or guardian, which is a non-negotiable, conference with the administrator, possible restitution for damages, if there are any, or depending on the infraction, possible referral to law enforcement. If there's a concern about child endangerment or things of that sort, a referral to DCPD, counseling, our HIB coordinator, if it is an HIB case, referral to outside counseling services if the level of support needed goes beyond the scope of what is offered in the schools. Our guidance counselors already have a list of referrals to outside agencies that they offer on a regular basis. It also includes possible detention before or after school, essentially the same remediation that was offered at the Level One category of offenses. What is also included here is a possible in-school suspension for five days. Note that five days is the maximum. It also includes a parent conference at school that would include a parent coordinator or someone from Mr. McDowell's office. The guidance counselor and the school administrator would need to be present. The SAC and the child study team member would need to be present for the conference. In the old language of our student code of conduct a Level Three infraction would result in an out-of-school suspension. As we stated earlier, we want to minimize or remove that from the table, unless it is something that involves danger to other students, such as bringing a weapon to school and things of that nature. You'll notice that some of the offenses have an asterisk next to them. Those were things that we cannot remove from the old language because there's a mandated response that's required for those types of infractions. The remediation includes essentially the same items that were listed for the Category 2 infractions, but there's a different level of family support that we thought was indicated for our infractions of this level. The parent meeting wouldn't take place at the school. It would take place at central office and that would include the building administrator, chief of special education, a family and community engagement representative, the assistant superintendent, the guidance counselor, CST, and a behaviorist. Once we see these

types of behaviors in a child of that age that means there's an additional level of support that's needed. It's not just support for the child. We want to make sure there's support for the family. Are there any questions?

Ms. Shafer: We'll move on to the last section and last subcommittee, expectations for parents and students.

Ms. Warren: I just want to briefly explain the work of this committee and how we operated. You'll see a list of all the members of the committee who were involved, but there was also a second level. The principals who were involved surveyed parents and got feedback around the current list of expectations that were in our student handbooks. The most common comment from our parents was that it's too long, get to the point, and make it plain what it is that we need them to do for their children. We endeavored to make the expectations plain and simple. Ms. Grant brought to the table a poem that we used for reference to guide us in our work that she will speak about.

Ms. Grant: Hello again. The poem is on page 19 of the package and it's entitled "*All I Ever Really Needed to Know I Learned in Kindergarten.*" You may have seen it before. It's a poem that speaks to me about how to behave. It's about respect, truth, honesty and values. It's something that I always refer to and brought to the table as we thought about how to break this down into basic language that five to eight year olds can understand and that our parents in Paterson can relate to. Anyone can relate to just having respect for each other and for ourselves. The team decided to use the poem in keeping with the four areas that are already in the core ethical values in Paterson's code, which are respectful, trustworthy, responsible, and caring. If you flip back to page 16, we took the values in the poem and decided where they would go under those four values. They just about all fit and we made sure that they were phrased so that a 6 to 8 year old could understand. They were phrased positively and they set up a culture of respect and expectations. It builds positive attitude and it lays out a groundwork on which the kids can build once they leave the second grade and go on to the third through twelfth grade. With that in mind, we developed the new student expectations and related to them the parent expectations. The parent expectations, as Ms. Warren said, came out of the parent surveys. What is it that parents expect that should be their behavior? What is it that teachers expect from parents? Those combined produced the conduct expectations for parents that are listed on page 18. Based on one comment that I heard earlier I just want to remind you that this report is not to share the data on suspension. You have the data. It's to make recommendations of additional strategies and interventions and to revise the code of conduct so that it applies to Dr. Evans' new mandate to reduce suspensions. Thank you.

Ms. Warren: In closing, as Ms. Grant said, what we tried to do is paint an image and a picture of what those core values look like as a district so that our young people can understand. Be trustworthy by doing these things. That wasn't really spelled out in our existing code of conduct.

Comm. Martinez: I think it's brilliant. Well done.

Ms. Warren: Thank you to our committee and the parents who offered their feedback. We greatly appreciate it.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have two quick comments going beyond what you just heard in the reports. First of all, we want to give the Board an opportunity to read before we come back and

entertain a discussion around in a subsequent meeting the teacher recruitment and retention plan. Did we distribute these? Do you have a copy in front of you yet? I took them? Yes, I did. Here they are. I believe it was Dr. Hodges who originally asked for this information, but we prepared a copy for every Board member to give you an opportunity to read. In an upcoming workshop this will be on the agenda. Meanwhile, if you have questions that you'd like to raise, Mr. Rojas and his staff prepared it. You may want to direct them to him or through the personnel committee. Again, we will have it on an upcoming workshop agenda to give you an opportunity to probe deeper. Lastly, Black History Month is upon us. This is February 1. Black History Month or National African American History Month is an annual celebration of achievements of Black Americans and a time for recognizing the central role of African Americans in US history. The event grew out of Negro History Week, the brainchild of noted historian Carter G. Woodson and other prominent African Americans. Our district annually sponsors a celebration at the beginning or just prior to our February Board meeting and this month that is scheduled to occur in the February 15 Board meeting at 6:00 to 7:00 p.m. We ask everyone to come out at 6:00 and be a part of that and then to stay and be a part of the meeting. That concludes my comments.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated January 2017, beginning with check number 203228 and ending with check number 203253 in the amount of \$2,001,163.91, and payment of bills and claims dated January 26, 2017, beginning with vendor number 14834 and ending with vendor number 4000502A in the amount of \$5,490,475.47; and

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

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

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
Daisy Ayala	National Title I Association Conference	February 21-25, 2017	\$2,070.00 – grant funded (registration, transportation, lodging, meals)
Business Administrator	Long Beach, CA		
Nancy Castro	National Title I Association	February 21-25, 2017	\$2,656.50 – grant

	Conference		funded (registration, transportation, lodging, meals)
Principal/School 28 Gifted & Talented	Long Beach, CA		
Victoria Larosiliere	National Title I Association Conference	February 21-25, 2017	\$2,656.50 – grant funded (registration, transportation, lodging, meals)
Vice Principal/School 28 Gifted & Talented	Long Beach, CA		
Susana Peron	National Title I Association Conference	February 21-25, 2017	\$2,883.53 – grant funded (registration, transportation, lodging, meals)
Assistant Superintendent for Academic Services/Special Programs	Long Beach, CA		
Jenna Goodreau	Full STEAM Ahead (STEAM in After-School Programs)/NJSACC	March 8, 2017	\$90.79 – grant funded (registration, transportation)
Supervisor/Funded Programs – SIG Grant	Union, NJ		
Jenna Goodreau	NJ DOE 21 st CCLC Peer Networking Session – Enhancing Your Project's Theme	March 30, 2017	\$58.40 – grant funded (transportation)
Supervisor/Funded Programs – SIG Grant	Trenton, NJ		

TOTAL CONFERENCES: 6
TOTAL AMOUNT: \$10,415.72

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

Comm. Hodges: I have the same question for Resolutions 2 through 6. Why are we doing these now?

Comm. Irving: Good question.

Dr. Evans: Do you mean the timing?

Comm. Hodges: Yes, as opposed to the regular packet in the regular meeting.

Comm. Irving: I assume some of these are time-sensitive.

Dr. Evans: Yes, they are.

Comm. Irving: Conferences are always on a workshop. Let's just deal with this because we're in a standing motion. Are there any other questions relative to Resolution 2?

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

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 3

WHEREAS, the 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 2016-2017 regular 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, December 2, 2016. Sealed bids were opened and read aloud on Wednesday, December 13, 2016 at 11:00 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 2016-2017 regular school year, using PPS Bid#520-17 be awarded to the lowest responsible and responsive bidder; and

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

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 2016-2017 school year for the attached list of contractors and routes is \$349,690.00

Resolution No. 4

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson pupil to an out of district special needs programs and to various other schools for the 2016-2017 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, BID #102516 and the District agrees to the terms of the contract for the 2016-2017 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2016-2017 school year with Northern Regional Educational Services Commission, as follows:

Route	School (s)	Route(incl.surcharge)	Total
See Attached	Regular Out of District	\$321,751.00 + \$11,522.39(3.0% fee)	\$333,273.39
	Special Education Out of District 16-17	\$457,219.16 + \$ 10,500.(3.0% fee)	\$469,713.11

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order;

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

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, BID #102516 to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2016-2017 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 321,751.00
Regular Education Account # 110002705176850000000000	\$ 457,219.16
Management Fees (3%) #110002703506850000000000	\$ 24,016.34

Total - \$802,986.50

Resolution No. 5

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson pupil to an out of district special needs programs and to various other schools for the 2016-2017 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, and the District agrees to the terms of the contract for the 2016-2017 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2016-2017 school year with Northern Regional Educational Services Commission, as follows:

Route	School (s)	Route(incl.surcharge)	Total
See attached list	Regular Education	\$100,600.00 + \$3521.00(3.0% fee)	\$104,121.00
	Special Education Out of District 16-17	\$76,322.70 + \$2,670.14(3.0% fee)	\$78,992.84

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

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2016-2017 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 76,322.70
Regular Education Account # 110002705176850000000000	\$ 100,600.00
Management Fees (3%) # 110002703506850000000000	\$ 6,191.14
TOTAL:	\$ 183,113.84

Resolution No. 6

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson pupil to an out of district special needs programs and to various other schools for the 2016-2017 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, and the District agrees to the terms of the contract for the 2016-2017 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2016-2017 school year with Northern Regional Educational Services Commission, as follows:

Route	School (s)	Route(incl.surcharge)	Total
See attached list	Regular Education	\$103,289.46 + \$3,097.79(3.0% fee)	\$106,387.25
	Special Education Out of District 16-17	\$14,207.00 + \$428.44(3.0% fee)	\$14,635.44

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

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2016-2017 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 14,207.00
Regular Education Account # 110002705176850000000000	\$ 103,289.46
Management Fees (3%) # 110002703506850000000000	\$ 3,526.23
TOTAL:	\$ 121,022.69

Resolution No. 7

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

WHEREAS, the Paterson Public School District has identified a need to provide transportation for a Paterson pupil to an out of district special needs programs and to various other schools for the 2016-2017 school year, and

WHEREAS, the Paterson Public School District has agreed to jointure with other neighboring districts through the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, and the District agrees to the terms of the contract for the 2016-2017 school year, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2016-2017 school year with Northern Regional Educational Services Commission, as follows:

Route	School (s)	Route(incl.surcharge)	Total
CTCFL	Special Education Out of District 16-17	\$1,773.00 + \$53.19(3.0% fee)	\$1,826.19
JFK-SET			

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

THEREFORE BE IT RESOLVED, this resolution, to jointure with the Northern Regional Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2016-2017 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$ 1,773.00
Management Fees (3%) # 110002703506850000000000	\$ 53.19
TOTAL:	\$ 1,826.19

It was moved by Comm. Castillo, seconded by Comm. Redmon that Resolution Nos. 3 through 7 be adopted.

Comm. Hodges: That is my same question, why are we doing these now? Are they all time-sensitive? Is that the idea?

Ms. Daisy Ayala: Those are late routes that came in.

Comm. Irving: Are there any other questions?

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

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 8

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

Whereas, on the Authorization of the Business Administrator formal public Request for Qualifications were solicited for On-Site Cardiopulmonary Resuscitation (CPR) & Automated External Defibrillator (AED) Emergency Responders Certification and Re-Certification Training, RFQ-933-17 for the 2016-2017 school year; and

Whereas, this solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on Monday, December 12, 2016. Proposals were received on Wednesday, December 21, 2016 by the Purchasing Department, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503; and

Whereas, seven (7) vendors were mailed/e-mailed bid specifications, in which the mailing list is on file in the Purchasing Department, and four vendors (4) responded; and

Whereas, the Physical Education, Athletics & Health Services and Purchasing Departments recommend that A Nu-U Health & Fitness be awarded the contract respectively according to the summary listed below; and

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority II: Creating and Maintaining Healthy school Cultures. Goal 4 Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards; now

Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that A Nu-U Health & Fitness, 20 Crews Street, Suite 623, Totowa, New Jersey 07511 be deemed as the lowest responsive/responsible bidder and is awarded a contract for On-Site CPR & AED Emergency Responders Certification and Re-Certification Training, RFQ-933-17, for the 2016-2017 school year.

Vendor's Name	Price per employee for 2 year certification in AED/CPR (approx. 300 employees)
A Nu-U Health & Fitness	\$32.50
First Aid and CPR, LLC.	\$37.50
Second Chance	\$40.00
Safer Training, Inc.	\$60.00

Not to exceed \$9,750.00

It was moved by Comm. Castillo, seconded by Comm. Cleaves 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

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 9

Whereas, it is the mission of Paterson Public Schools to be a leader in education New Jersey's youth with Effective Academic Programs as stated in Priority 1 of the 2014-2019 Strategic Plan, and

Whereas, Priority 1: Effective Academic Programs states that all students should be comfortable with 21st century skills in technology and 21st century learning, and

Whereas, the School of Information Technology as a thematic academy has implemented the CISCO Networking Curriculum which requires the use of updated technology hardware, and

Whereas, the Department of Homeland Security, Manhattan Field Office at 26 Federal Plaza in New York, New York offers an "Asset Recycling Program" which allows school districts to receive technology hardware during their frequent upgrade cycle, and

Whereas, the Department of Homeland Security, Manhattan Field Office will provide the School of Information Technology the following technology components upon approval of this action:

- 109...Dell Desktop Computers Optiplex 780 (without hard drives)
- 40...Scan Snap Desktop Scanners
- 10...Flatbed Scanners

at no cost to Paterson Public Schools/School of Information Technology, and

Whereas, the Paterson Public Schools will be responsible for transporting the goods from the Manhattan Field Office to the Eastside High School Complex via Central Stores and purchasing hard drives from the school based budget, and

Therefore Be It Resolved, that the School of Information Technology will become a partner with the Department of Homeland Security and its Asset Recycling Program to receive needed hardware during their upgrade cycle.

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

Comm. Capers: It says without hard drives?

Comm. Irving: Yes. It's from the Department of Homeland Security. They're not going to give us their hard drives. We have to get them put in.

Comm. Cleaves: Do we know what the cost is to get the hard drives put in?

Comm. Irving: Just so you know, this is time-sensitive. Ms. Gaines did call me. The Department of Homeland Security has a window by which they want to release these. I assume they're computers they're no longer using but are in good working condition, but the hard drives are not going to be in them for obvious reasons.

Comm. Capers: Who gets them?

Mr. David Cozart: Good evening everyone. The computers have the shell. We have the computer without the hard drive. Ms. Gaines is paying for the hard drives from the next year's budget. It's approximately \$60 for the hard drive. We worked out the specs with Chris Lewis to find out if it's compatible with what we have. Basically what we're going to do is swap out what we have after PARCC is over. This is going to be a spring project, but we have to have the computers come in-house now. During spring we're going to swap out the hard drives we have now in our machines and purchase new ones with upgrade RAM memory. It's going to happen after PARCC, but we have to have it in-house. It's about \$60 for a hard drive.

Comm. Irving: Tell Ms. Gaines I commend her for applying for the grant.

Mr. Cozart: I'll let her know.

Comm. Irving: Definitely a great opportunity.

Comm. Martinez: This includes the actual hard drives, installation, and any other maintenance?

Mr. Cozart: Our technology department is going to help out with the installation. It's going to basically replace what we have. It's all in-house.

Comm. Capers: Who's going to be using these?

Mr. Cozart: The students at SOIT.

Comm. Hodges: I'm very happy to see this. However, we're going to have to begin to standardize the equipment we have here. That's one of the discussions we had in technology. It won't occur at this point, but moving forward we're going to have to begin

to talk about when we do accept certain computer equipment like Google Chrome Books versus I-Pads and whatever.

Comm. Irving: It's a good point because there's a big difference between apples and bananas. They're different operating systems. I-Pads don't carry flash. I think that's a conversation we all need to have.

Dr. Jeron Campbell: It is definitely a project of mine to start standardizing the machines we have across the district. It's very different to support the vast array of devices we currently have. This year we put out a price list for next year's budget to all principals and it only contains the devices that we would support. For instance, just to give you an idea, Chrome Books were not on the list. Those are the kinds of things we want to phase out for standardization than for picking one over the other. We just want to be more standardized across the district. In terms of this particular donation, we did vet that list as well and gave our recommendation for which devices we would accept in terms of a donation and which ones we didn't prefer based on compatibility with what we had in-house. The other thing is, we do not intend to install these until after PARCC testing. We put so much work into preparing our labs for PARCC testing we do not want to disturb that. That's another thing we took into account with this particular donation.

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

Comm. Irving

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

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. Castillo: Instruction & Program met this past Monday. It was a short meeting. We met with Ira Stern. He's a coordinator with IAM Crest, a non-profit union from Lyndhurst. This is a union that basically wants to come into the district. It's for students who are interested in automotive tech or diesel after they graduate high school to become part of the union. It will guarantee them employment and also they would be able to receive the certification by going to school two nights a week. It's free to the school. They do have to take the Wonderlic exam and if they pass that they would be able to apply. It's something that Suzie has already asked for permission to submit for the next meeting. It will be a late submission. Because of the time sensitivity he has to come in and present the idea to the students so they can take the test in March and they can begin the application process in April. It's for the students to start this program in July. All that students need is a high school diploma and a license. It will offer them an opportunity to enter into a trade and then get certification. It's also gives them 28 credits in Union County so that they can build on their associates as well. Are there any questions on that one? It's not an action yet. It's a late submission and it will be available on the 15th. They're trying to offer student athletes another option to earn credits outside of the regular day. For example, at Rosa Parks all of their students earn credits during the recitals and the programs that they have after school. We're offering our athletes the same. Instead of taking physical education they can have an alternative route where they can do some studying or advance on their education and then they can be credited for the sports they already do. Am I missing anything? We also had a great conversation with the team. We walked through the curriculum and how to access the curriculum. Hopefully there will be a presentation soon to the Board and the parents so they can walk into the website, see what's on the curriculum for all classes, and how you can go through it. That's already available on the website and hopefully Suzie will give you guys a presentation shortly. They've met all the NJQSAC requirements and the field trips allocated for the high schools we vetted with Mr. Cozart. I don't know if Manny wants to add anything else to it.

Comm. Cleaves: Are there any questions regarding I&P-1 through I&P-7?

Comm. Hodges: On I&P-1, I had an opportunity to have a beginning conversation with Ms. Peron regarding this issue. I have visited the tutorial program that they had at both high schools and there wasn't much there originally. So I was a little concerned about this program being put together without having the full program in place, at least the tutorial part of it. I'm hoping that there's something more substantive in place there that we can take a look at. I know that there was SAT prep and ACT prep. I know we have

an SAT program. I'm not quite sure if the ACT exists here, but that was listed. That's another reason I wanted to make sure that we had more data in hand. I certainly don't have any opposition to this, but we have a tendency to start things and not complete them. We have labs without materials and academies without themes and a virtual school with only virtual students, which I didn't vote for. I really want that to be addressed in short order. That's number one.

Dr. Evans: May I know what you're asking for?

Comm. Hodges: An actual tutorial program. When I went over there the last time they were just sitting in the classroom.

Dr. Evans: A tutorial program for...

Comm. Hodges: For the students. The athletes are receiving credit for this. They should learn something that's measurable. As it's mentioned, there are a number of options – ACT and SAT training and tutorial/study hall. Is there going to be a managed approach to the tutorial section? If you compare the GPAs of some of those athletes that are supposedly getting tutorial programs, it wasn't very helpful to them.

Ms. Peron: Just for clarification, this is not a new program. This is an option that has been in place. The last time it was Board approved was 2013. We have to resurrect and we have to update the document, program, and option. We have no students and we have had no students that have taken this option. The tutorial program that you are describing had nothing to do with Option 2 or any plans that if we did have a plan as it is detailed in that document for an SAT prep course or an ACT prep course it would be something completely different. I have Ms. Adams here who could describe better for you the tutorial program that was through the athletics department. I just want to make clear that tutorial program that you visited in the past had nothing to do with Option 2 or anything that the academic services prepare.

Comm. Hodges: All I'm asking for is that it become an actual tutorial program which looks at the individual students, assesses what their needs are, and addresses them accordingly. That hasn't been in place for quite some time. I'm excited by this. I just want to make sure that it actually occurs.

Ms. Peron: We've resurrected the plan now. It's up-to-date. If it will be Board approved on the 15th we need to go out and talk about this to make the students aware that there is this option like there are many other options as an alternative for them to earn credits outside of the classroom. That's what Option 2 is about, earning credits outside a classroom setting. We would need to do outreach, meetings, and bring in students who really want to opt to do this. We can't make them do anything. Once we have that information we would need to look at scheduling, hiring a teacher, and where this program would be held.

Comm. Hodges: The reason I'm asking is because there are funding implications. The past program relied on them raising money. If this is going to be established we're going to have to fight for funding that is assured so that we can roll these programs out. That's why it's so important to discuss that right now so we can carve that out and say these dollars have to be dedicated for this. We have a meaningful program and it's going to cost you x, y, and z because come March that money won't be there.

Comm. Irving: I have a follow-up to Dr. Hodges' question. You said so far students haven't exercised the option. Are they aware? Are parents aware? Are coaches aware? When I was in school...

Ms. Anna Adams: When you were in school it was an option. We had students who attended Julliard at Rosa Parks High School. An example of Option 2 regarding dance would be that the student fulfills the New Jersey learning standards in the dance piece, but does not complete it in the other pieces for the Core Content Standards in physical education. Therefore, the student attended Julliard but was still accountable for the learning of the content standards for physical education. The only thing that they cannot opt out of is health. They're only allowed to opt out of two marking periods, not three, if they choose to do so. We've not had any students. Coaches are aware. Everything has been given to the coaches, the athletic directors, or supervisors. To be very honest with you, we piloted this program. For those of you who were not on the Board, very quickly I can review it. In 2013 we piloted the program at Eastside High School. We asked for volunteer teachers and we did have two classes that were available during physical education times. When the information was received by the students it was advocated by the physical education teachers in the department and also the supervisor at the time. No one wanted to opt out in the fall or in the winter. Since we piloted there it was not successful. We still give the information out to the students and parents. It's in their handbooks, but no one ever asked to opt out. What you see is the process for Option 2. We're opening the window for them to be able to have the opportunity to opt out. The implementation process has not been devised yet because we have no one who has asked to be opted out. If we're going to do this in September we can create the implementation during the summer. You need an entire team. You need Mr. Cozart. You have to bring in guidance, scheduling, and funding. There's more to it than just having the student ask to be removed from physical education.

Comm. Cleaves: I think this is great. I did this in college. I opted out, but we all have to take those exit exams to get opted out. I took exit exam prep two semesters. The first time I took my exit exam as a sophomore I passed my exam. I was well prepared to take that exit exam as a sophomore.

Comm. Irving: Is that when you were an expert cheerleader?

Comm. Cleaves: I was an expert cheerleader and I played softball. I was a student athlete.

Ms. Adams: That actually encompasses the 2.6 standards here because you have it all.

Comm. Hodges: Do we have any idea why they're not interested in it?

Ms. Adams: Yes, we've asked. They don't want to be taken out of physical education because it's fun. They would rather stay in physical education because most of the time your athletes are your star physical education students. We use them. We partner. We buddy them. Why would they want to opt out of physical education when they can go to a classroom to do work?

Comm. Castillo: I opted out when I was a student athlete.

Ms. Adams: We have asked and they prefer to stay in the classroom. What you see before you is just the opportunity for them to be able to opt out if they want to.

Comm. Hodges: I was fighting for money for you, but never mind.

Ms. Adams: We're going to need that because if we are going to implement this we're going to need teachers that are going to be able to do this and move forward.

Comm. Hodges: I have the same question for two additional areas, I&P-4 and I&P-5. I'd like to have a chaperone schedule because, quite frankly, nighttime is just not enough.

Operations

Comm. Irving: Operations met last evening on the 31st. Commissioners in attendance were myself, Comm. Hodges, Comm. Redmon, and Comm. Mimms on conference call. Staff present was Ms. Holtje, Mr. Best, and Ms. Coy. We discussed item O-1, the ECERS tool that is now being utilized under a new process. Ms. Holtje explained to us that the addition for ECERS has now moved to this new assessment tool. Schools in ECERS are based on school rank and by their performance ability. The cancellation of some of the routes is listed due to reconsolidation of McKinley-Vento routes as well. We discussed O-4, O-5, O-6, and O-7. They were all special education students who required either aides or other supplemental support in order to get transportation services. Then Mr. Best presented his monthly HIB update for December. There 57 investigations being conducted and 18 of them were confirmed HIB cases. We adjourned at 5:35. Are there any questions on the Board actions for operations?

Fiscal Management

Comm. Irving: The fiscal management report is going to be really brief because the meeting we had was just to discuss how we're going to operate as a committee. The fiscal committee is meeting this Monday to sit with the Business Administrator to actually review the budget presentation before it is rolled out to the Board on Wednesday. Our hope is that we'll be able to capture any questions that we as a collective may have beforehand and inform the presentation before the initial budget is introduced to the Board on the 8th that will have a much more firm report. Tonight fiscal only has F-1 to F-15 and the majority of them are payment of bills. Are there any questions on fiscal?

Comm. Hodges: I didn't get F-1 through F-4, but I do have some questions on F-13. Why was that rejected?

Comm. Irving: I'd have to go to the Business Administrator and ask her. Purchasing would have done that.

Mr. Murray: (Comments were made away from the microphone and were not heard on tape)

Comm. Irving: Got it. Thank you, Mr. Murray.

Comm. Hodges: That would then be any contract the amount of which exceeds the bid threshold to be negotiated and awarded by the Board of Education by resolution at a public meeting, which is actually F-15. I was wondering why F-15 is going to say that. They want to be negotiating that contract, as opposed to throwing them out. In that instance here they were just totally rejected for F-13.

Mr. Murray: I'm looking at F-13, which I have indicated is pretty standard to reject. Then you have the ability to either go out again or, depending on where you are in the process, you do have the opportunity to negotiate.

Comm. Hodges: F-15 was food service.

Mr. Murray: F-15 is a purchase of chicken parts. The other is the purchase of the building of a deck. So it would be a little different.

Comm. Hodges: Why was that one different from your point of view? Why is this one being negotiated? It says the bids were exceeded the very same instance.

Mr. Murray: The one that was rejected was because they exceeded the estimate.

Comm. Hodges: As it did in F-13.

Comm. Cleaves: That was F-13.

Comm. Hodges: No. That's F-15 I'm talking about right now.

Ms. Ayala: F-15 is about USDA. They give us a lot of commodities. We have to get a company and not every company will take the bulk of what they give us and convert it into something that's edible. I don't know all the specifics so don't take my word literally. I can get more information and give you specifics and logistics on it from Dave Buchholtz. But I do know that we need to get raw material from the SDA that they give us and we don't pay for that. And then we convert them into those chicken McNugget things.

Comm. Hodges: I'm less concerned about the actual items than the process. In one case...

Ms. Ayala: There are not a lot of companies that do it. There are very few companies that do it.

Comm. Hodges: So even though the bids exceeded in that case you're forced to go with them. As opposed to in the other case, you can just rebid.

Ms. Ayala: Right. I will have Dave give more professional verbiage on that.

Comm. Irving: Please.

Comm. Hodges: I just really want to know why they were exempt from bidding. That's my ultimate question. If you can find out why, I'd appreciate it. Thank you.

Personnel

Comm. Redmon: Personnel met on Monday, January 30, 2017. Presiding was Nakima Redmon. Present were Comm. Cleaves and Comm. Rivera. Absent was Comm. Mimms. The subject that we discussed at the meeting was the rollout plan to do recruitment, which is a job fair schedule that all Commissioners have in front of them. There is a list of universities that the district will be going to, to do recruitment for new teachers. We also discussed Source for Teachers. Mr. Rojas spoke with the representative of this company and he was assured that if the district goes with Source for Teachers, which was a substitute management program that we discussed at the

last meeting, the per diem rate would not be reduced. It would stay at \$110. We also talked about the human capital reorganization. The department currently has six vacancies. All the positions have been posted and some interviews have been done. Each Commissioner also has the list of vacancies. The vacancies with the teachers are down to 41, 16 being in the special education area. Two were filled from this list from Monday and they were both math teachers and they were filled at Don Bosco. If any Commissioners have any questions they have the list of vacancies. They're broken down by schools, titles, and PC numbers. The meeting ended at 6:15 p.m.

Comm. Irving: As we're going through this exercise for the budget I'm happy that you're all doing your due diligence. If we're paying folks \$110 a day, where is the savings? Let me go on record as saying I want folks to get paid at least what they're getting paid now. Where is the savings?

Mr. Luis Rojas: The savings is coming from the FICA taxes that we currently won't have to pay. There's insurance that we don't have to pay for worker's comp. Additionally, the long-term substitutes that we would currently pay at Step 1 we would pay a per-diem rate. We used to pay at Step 1 on the guide for long-term substitutes. Now we're just paying a reduced rate. Plus our assistants will be paid an assistant rate. There are some cost savings down the line. Plus, to be honest with you, it's the management off my office so I can focus my attention somewhere else. It's not only the savings. It's also work product and efficiency where I can focus attention and manpower into another avenue recruiting teachers and the like. It's a whole package.

Comm. Irving: What's the projected savings on this?

Mr. Rojas: A little over \$1.5 million for the first year.

Comm. Irving: And thereafter?

Mr. Rojas: We would have to look at year one, but it's a one-year contract as it is. Worst-case scenario if it doesn't work next year my opinion is we can always bring this back. These are our teachers and substitutes. Nothing changes on our end. We can always bring them back in-house.

Comm. Irving: What I'd like to do is to have your committee truly vet this plan and come back to the Board with a firm recommendation from you all on how we should move forward. Then we'll have the Board discuss it as part of the budget strategies. You all really need to break this down in committee and understand the pros and cons. Then based on your recommendation the Board needs to entertain that conversation as a whole.

Mr. Rojas: I have a representative coming back on Monday just to follow up conversations. I want to take a look at what the actual contract is going to look like. I can provide it to Mr. Murray so he can take a look at it on a rough draft basis and see what the contract is going to look like from this company. I have them coming in on Monday just to have a conversation with them. I can definitely invite them to the next personnel committee meeting.

Comm. Irving: I recommend that, but my only concern is for a contract such as this, does this have to be procured? Or are these professional services?

Mr. Rojas: It's professional services in my opinion.

Mr. Murray: It's the one that's required. It usually requires a state licensure for it to be professional services.

Comm. Irving: I just want to make sure that this is all done on the up and up. For a contract of that size there is going to have to be some level of procurement. We just can't award something. Before you meet with the folks again, we usually try to get a benchmark and idea of what an aggregate savings could look like. But I think you should touch base with legal before meeting with them again. We don't want to find ourselves in a situation with a procurement issue.

Mr. Rojas: I have some information that I can provide.

Mr. Murray: Mr. Rojas and I are meeting tomorrow on about three or four other matters.

Comm. Irving: I just want to make sure we're all clear and that before anything gets decided that everything is on the up and up.

Mr. Murray: I agree.

Information Items

Comm. Cleaves: We have some information items that were sent to us earlier today. Those need to be voted on tonight. They were just information items, A-14 through A-16.

Comm. Irving: Legal has a comment.

Comm. Cleaves: There was something in there from legal.

Mr. Murray: At the last Board meeting there were two questions that were raised for some discussion. One was concerning whether or not a state-operated district was able to bond for purchase of property and the second had to do with questions as to whether or not the state could recapture part or all of the sale or disposition of property. Those matters require the advice and consultation with the bond and finance counsel. You'll recall the district retained McManimon, Scotland & Bauman, the leading finance bond firm in the state. Bakari Lee, the partner assigned, unfortunately was away, but Glenn Scotland was available and the answers are as follows. First, with respect to bonding, the answer is state-operated districts have the ability and legal authority to bond for purchase of property. A Type 1 school district, an appointed school district, the method for purchasing through bonding is through the Board of School Estimate. In other words, the local Board takes action and then the Type 1 district is subject on the finance side to the Board of School Estimate. Type 2 school districts, an elected School Board, which this Board will be upon attaining local control, after the Board approves it goes to referendum. What occurs then in this interim period, while Paterson is still a state-operated district, Paterson has the unique procedure. A unique procedure requires both vote and approval by the Board of Education. It also requires an approval by the City Council. Then the matter of bonding goes to a state committee. A member of the committee is State Superintendent Evans. Also members of the committee deal from both Department of Education and local government affairs. It is that committee that serves, in a sense, like the Board of School Estimate in a Type 1 district. That's a general outline of what the procedures would be for that. The second question that was raised and discussed at considerable length with Glenn Scotland was the specifics as to whether or not there could be a recapture of the disposition of property. It can be a little complicated matter. I don't believe this is the case with any of your projects or any of

those that you have sought to dispose of where the SDA funded the project. In other words, the basic concept is that the state becomes involved in a recapture where the state had done the funding and you're now disposing the property. It's fairly involved and the suggestion was that if that's a particular item you'd like to move forward with Glenn happened to be on vacation. He's been available on other questions and he's the partner generally involved.

Comm. Hodges: Might this be an issue that we might pursue in closed session? There were some items being considered by the district which might make more sense now if bonding is an opportunity as opposed to using our funding. There are at least two projects.

Comm. Irving: Can we have that conversation and discussion next Wednesday as we talk about the budget? I think that makes plenty of sense because the bonding opportunity allows us to be able to potentially close a hole in the budget for this year while still making acquiring, upkeep, or rehabbing facilities that we may need to. The impetus for the City Council will be either bond or raise taxes. They're not going to stand in the way of getting in that issue. It's an out that we can utilize. I'm also refreshed to hear the answer about the selling of property. As long as the SDA didn't build the building, the district can retain the funds of the property.

Mr. Murray: That's the general rule, but there are some nuances to that as well. You have a dividing line. What Mr. Scotland suggested is that one in particular would require some careful analysis of the facts. To the extent that we know a particular property it would be helpful to indicate that to me before the meeting.

Comm. Irving: They can do research on the property itself.

Mr. Murray: Exactly, so you're not wasting time.

Comm. Hodges: I'd like that in writing from the SDA in particular. Their position in the past has been that they would take the property.

Mr. Murray: They have been aggressive where it's state funded. If you're selling a property that you've done on your own with Paterson taxes, then it may be different. Again, the experts on this will be finance lawyers. That's both Mr. Lee and Mr. Scotland. I'd like to invite one or both.

Comm. Irving: That would be great. On the 8th if they're available. We can do it in executive session.

Mr. Murray: I will. On the 8th?

Comm. Irving: Yes. That's the next budget meeting. After the budget hearing we can go into executive session to discuss the bonding issue and the legal issue about the property.

Comm. Hodges: I'm waiting for information because I want to go back to fiscal.

Comm. Cleaves: We're in information items now.

Comm. Hodges: There appears to be an error in F-15, which is what caused some of the confusion. Mr. Murray is going to look at that closer because the language there is actually conflicting if you read it very carefully.

Mr. Murray: There's a paragraph that I would not characterize as an error, but it's awkwardly written. It would seem to suggest something is required to be bid. In fact, the operative paragraph is about three paragraphs down. It's not required to be bid because it's foodstuffs. At the risk of rewriting paragraphs like an English teacher, it's simply an awkward paragraph.

Subcommittee Reports

Technology

Comm. Cleaves: The technology committee met on January 26 at 5:40 p.m. Presiding was Comm. Cleaves. Members present were Comm. Hodges and Comm. Capers. Staff present was Dr. Campbell and Jose Carreras. We discussed the technology plan. The technology department is coming up with a new technology plan and we're in the process of completing that. Number two, we talked about the hardware being prepared for the PARCC preparation, the licensing for Windows 7, RAM upgrades, and the hub and spoke upgrades. We talked about the software and programs. One was the completion of the ASOP and Edumet. We were working on those systems for a while, but now they're completed. Kronos clock replacement – 13 schools completed and 36 schools are in progress. The telephone system – we talked about the configuration of the IP system at the new School 16 and at Don Bosco Tech. The phone system requires funding for cabling because the system that they have at the Paterson Catholic location was not compatible to what we have. We have to go and make the telephone system compatible. We're going to need some funding to install all new cabling and rewire that building. Future upgrades to the VOIP districtwide, the E-Rate phasing reimbursement for digital and analog, and meeting with partners to discuss options. Number five, we talked about the network currently purchasing hours from Presidio to troubleshoot wireless networks. They work on all of our troubleshooting issues for us. In the future we're looking to configure dark fiber telephone network. The last thing that we discussed was the budget. The technology department is considering, while they're working on their budget, the 10 gig per second upgrades at non-tech zone schools, which are 15 different locations, and virtual server upgrade to improve disaster recovery increase management. The committee is taking a field trip to the technology department so that we can see the day-to-day life of the systems that we have here in the district. The meeting ended at 6:40 p.m. Are there any questions?

Parent/Community

Comm. Cleaves: The parent community meeting was also on January 26. The meeting began at 6:30 p.m. Comm. Cleaves presided. Members present were Comm. Capers, Comm. Irving, and Comm. Redmon. Staff present was Mr. McDowell and Bridget Eric. The committee sat in at the PTO leadership general business meeting. We sat in on their meeting with them and discussed the budget process and how as PTO representatives they need to go out and make sure that the parents are aware of the budget process. They need to get involved. When we have these budget meetings they need to show up and express their concerns. We don't want the same issues to happen that happened last year when we cut the budgets and then the parents came after the fact. We want them to be involved in this process from the beginning. We also talked about the need for additional security in some schools, which is what some of the parents talked about this evening to you, Dr. Evans. They provided us with their letter that was submitted by School 29 requesting additional security. They also mentioned to you how some of the principals are not allowing the parents to function as a PTO in their schools, which is run their own meetings, have meetings, and hold fundraisers. We

also discussed networking with the parent leaders and the parent community committee. There were 33 parents and 22 schools represented at that meeting. The meeting ended at 8:30 p.m. Is there any discussion?

Comm. Hodges: I just want to reemphasize to the Superintendent I know he doesn't like to have anonymous calls for redress of principals or whatever and I understand that. What does in fact happen is that there is retaliation on these parents and they are very afraid of the retaliation. You say there's not going to be, but there is. That has happened here before. We've been promised the staff is not going to be retaliated on, and they were retaliated on. That's why they would really prefer that there be some sort of global direction. They're not anxious at all to give the names of the principals because that doesn't solve their problem. It only intensifies it. That's what they're afraid of. That's what does happen and they know that. I know it may be difficult as a management style to address it that way, but the parents do not want their kids to suddenly have problems in the classroom. Their grades start to go down and they get suspended for this and the other. These things happen.

Comm. Cleaves: I have a few PS announcements from the community engagement department. There's free Zumba fitness. All ages are welcome, men, women, kids, and teens. It's every Saturday from 11:30 a.m. at L.A. Dance School, 1 Market Street, Paterson, New Jersey on the fourth floor in the gym. Also, family fitness night at School 21, hosted by the PTO family fitness night and it will be held on Tuesday, February 7, 2017 at School 21 from 5:00 to 6:00 in their gymnasium. There will be free raffles and giveaways - a lot of fun. Director McDowell provided each and every one of us the midyear report from September to December 2016. Please read the midyear report. It tells you everything that his department has accomplished along with his PTO staff that are out in the schools. He also submitted the school-based activity highlights from September to December 2016. They highlight all of the activities that his department performed with the parents in the different schools and with the community. Make sure that you read those two documents and if you have any questions please feel free to submit them to me as the chair or Cheryl or Ms. Powell. If you have any questions we can get answers to you. Don't forget on Saturday we have ethics training for the Board here at 90 Delaware at 10:00 a.m. Comm. Irving and I met with the Commissioner of Education yesterday. Comm. Irving will fill you all in on Saturday as to the discussion that we had with her.

Comm. Irving: It was a very good discussion.

Comm. Cleaves: That concludes everything that I have to say. Does anyone else have any comments?

Comm. Capers: I just want to point out I looked over the media report. It is a great job what Director Kemper is doing. I just want to point today is National Sign-In Day. Two of our students from Kennedy High School will be moving on to Lackawanna College. They just signed their letter of intent today. Also, I cannot attend this weekend retreat. I will be out of town on business. I'm afraid I cannot attend. If I can get the notes, thank you. My email won't be available.

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

The meeting was adjourned at 10:11 p.m.