

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

September 7, 2016 – 6:46 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Robert Murray, Esq., General Counsel

Comm. Oshin Castillo
Comm. Jonathan Hodges
Comm. Errol Kerr

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

Absent:

Comm. Chrystal Cleaves, Vice President
Comm. Kenneth Simmons

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

Comm. Redmon read the Open Public Meetings Act:

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

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

**Workshop Meeting
September 7, 2016 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 Security

Dr. Evans: ...Where they don't have flexibility is where thorough and efficient education is concerned. The law is clear that we have to provide that and there are some other

requirements that the Business Administrator and I are required to adhere to as it relates to the maintenance of our budget and execution of responsibilities associated with that budget. In the last paragraph I emphasize that we remain committed to ensure that our students and staff are safe. That is one of our top priorities that we will have safe, caring, and orderly schools as a function of maintaining healthy school cultures and we want to ensure that they are. Of course, whatever it takes to make that happen and to find the funding for the positions that the assistant superintendents and Captain Smith agree to then obviously we will be willing to make that happen. You have that in writing in memo form so I'll entertain any questions or comments the Board may have.

Comm. Irving: The memo I got from you guys said we're going to add 11 more. Is that enough to do what we need to do? Do we need at least another 20 or 30 more? I know some folks want everybody back. That's not going to happen. With the shooting that happened last night at the field house, a situation like that makes me extremely nervous. Putting back 11 is great, but is that a band-aid for a greater issue? If so, how do we figure that out? How do we decide what that looks like? Where are the 11 folks going?

Dr. Evans: There is a chart that the assistant superintendents and Director Smith agreed on in terms of the assignments. I can get that to you.

Comm. Irving: Can we do it tonight? I think that should be discussed.

Comm. Hodges: I'm not quite sure that security guards would do anything about a shooting. We have 27,000 kids as part of this district.

Dr. Evans: Including pre-k, but that includes around 2,900 or 3,000 students in private pre-k centers.

Comm. Hodges: We don't put security guards in those.

Dr. Evans: No, we do not.

Comm. Irving: Not as a practice.

Comm. Hodges: So in 2002 we had 25,000 students here. I'd like to know how many security guards we had on staff at that time. I want to see the difference. They're in the same neighborhoods and the same problems. Maybe less shooting, but you still have the same control of schools now. Ms. Shafer can attest to this as well as the legal counsel. I want to see what changes have occurred in terms of the number of security. You might have had a reduction when we went private that changed how they were supervised and their benefits and so forth, but we need to take a look at that. In 2018 we're looking at a \$186 million shortfall. As was discussed extensively in curriculum, we have to change how we do things or we're not going to have the flexibility to do some of this stuff. I don't want to put people's safety in jeopardy, but we're responsible for educating kids. We need to look at where we're going and what's happening so we can get a better understanding of what we need to do.

Comm. Irving: I agree, but it's a tough balancing act. Unless kids are in a safe environment they're not going to be able to learn. That's the flip side of the whole issue. That's why I asked do we have enough. The issue you're bringing up in facilities is maintenance and security related. I'll bring it up then in fiscal. Do we have enough staff to help us facilitate traffic in and out of school? I had a resident call me about one issue with Hani Awadallah.

Comm. Mimms: I have some of the same concerns, but what I would like to see is something evidence-based to say what's missing versus what we're adding. We know what was taken, but where are these 11 going to be placed? I want to see them in comparisons to the HIB reports. Were the incident reports of bullying taken into consideration when we went into considering 11? Were those the schools selected based on incidents or HIB reports? We would like to see all, but we know financially we're in dire straits. There needs to be some type of evidence base even beyond what's being request to determine if this is a real true need in this particular area. Maybe a HIB report may not be a true picture, but at least we can see what incidents are occurring that these 11 places were more viable than other areas that may have more incident reports in the schools.

Comm. Hodges: The biggest issue seems to be going to and from school. It's in those corridors where these fights are occurring. We have fights in the schools, but it's the safety in the streets that's the big concern. I know around Kennedy when those kids leave out those are where you have danger, and also Market and Pearl Streets. It's not in the schools per se, and that's of course the problems for the police. These are issues that we need to take a look at.

Comm. Irving: Here's the issue I have. I certainly appreciate knowing we have the 11, but at this point in time we certainly discussed what the issues were and to not have where the 11 are going to be assigned doesn't give me any assurance that school is secure. It's the same issues I had last week. I appreciate the information being provided, but this is when the information should be here. To not have it now I think doesn't serve the conversation for us to truly vet it. It's the same thing we did last week with the nursing piece. I think we were all intelligently able to say this makes sense here but these two don't make sense. Not having that I think makes it really tough.

Comm. Kerr: Are these 11 security guards in addition to the number that was presented by Captain Smith last week?

Dr. Evans: That's correct.

Comm. Irving: How many do we have?

Comm. Kerr: 87.5

Comm. Irving: The 11 are coming from the 87.5.

Comm. Kerr: It's in addition to.

Dr. Evans: I think you have the numbers incorrect. I still think the numbers you're giving are incorrect. There were approximately 160. I see Captain Smith here so he can share the numbers that he had reduced down to live within the dollars that were allocated. The 11 are in addition to that...(End File A).

Captain James Smith: (Start File C)...There are 14 vice principals between Kennedy and Eastside. Two are retiring and if we didn't fill those two positions on those alone we could hire eight additional security officers. Operation Unit No. 3, David Cozart came up with when we lay off 28.5 security people he came up with a recommendation we needed zero. I'm just not in agreement with that. I really am not. I said I appreciate the 11 that you want to give me, but it nowhere reflects how I feel about it as I said last week.

Comm. Irving: Do we have an idea of where these are going?

Capt. Smith: No, I don't. I have what they gave me as far as the sheet goes.

Comm. Hodges: Rather than have this ad-hoc discussion, let's get the figures and then we'll move on.

Capt. Smith: We had 123 plus the 86.5. You asked for a figure.

Comm. Hodges: I'm saying the Superintendent obviously wants better control over the numbers and figures and where they're allocated. Rather than discuss that right now let's table this issue and come back until you've gotten all the numbers and locations.

Comm. Irving: I can dig that. My concern is that we agreed at the Board meeting that this would be the conversation which needed to be vetted. This is the type of thing that needs to be worked out amongst you all. Capt. Smith, you may not think 11 are sufficient, but I need to know where the 11 are. Not having that information hampers the conversation.

Comm. Mimms: I totally agree. That's why not providing us with the data to have anything to look at to have a conversation does a disservice to us and to the community. We have so many figures. At the meeting the paperwork said 87.5. Then at the microphone it was stated 86.5. We just asked one question. How many were there before that? Based on the math and what was stated, if there was 123 plus 86.5 it was 209.5 security guards. We asked the question and there wasn't even a clear answer. That's why we need to have something in writing versus verbally stating it so that we have a basis to start from and then we can vet it thoroughly.

Comm. Irving: I think this issue is much bigger for us to entertain. I thought we would have the information necessary.

Capt. Smith: I have it.

Comm. Irving: In all reality, I think the Superintendent has to be the one to vet that information, and then allow you to share that with the Board, and the assistant superintendent can be on board too. We're going to need a special meeting to discuss this issue in particular. There are several factors in this piece.

Comm. Hodges: Can we have the information?

Comm. Irving: In front of us. Dr. Evans can certainly recommend what he wants to present. But the reality still exists what you're able to do with that reality. If you have 11 and we say that's all we can substantiate and afford, as a Board member I have to look at you and say what can you do with the 11. You may be willing to say not much. You may say 11 is good, but if I had another 20 that would mean x, y, and z. I think those scenarios have to be played out and had beforehand.

Comm. Hodges: If you're putting vice principals on the table as to what should and shouldn't be replaced for a security person I want to know the educational implications of such a thing.

Comm. Redmon: It becomes frustrating because we never got a precise number. So we don't even know where they would fit in. We never got that percentage of numbers. Even though we knew that they were being cut we never knew what the salaries were.

Comm. Irving: I don't want to be rude to anyone, but let me ask you a question. Would it be prudent for us to call a special meeting just to address this? No? You don't want to call a special meeting?

Comm. Castillo: How long can we table certain situations? We had this conversation once. At some point we're all going to have to jump on board and agree on something. Now we're talking about the security in our schools. School has already started. What are we doing with all the security that's in there? Are we lacking security? Do we have enough? It's information that we should have.

Comm. Mimms: My point is that we have no other choice but to have a special meeting because there's no way we can decide anything without having any information, any basis, or anything to identify or to prove why these 11 out of all the other areas that were missing were selected.

Comm. Irving: And why they were placed.

Comm. Mimms: We also need to give Dr. Evans the opportunity to vet with his team so they're on the same page and that there's not an indifference that is displayed to us and the public. This needs to be something that's done privately with Dr. Evans and his team and then whatever the recommendation is it's presented to us and we vet it as a Board.

Comm. Rivera: Dr. Evans, I just have a brief question. You stated previously that you and your staff got together and assessed the situation and determined that 11 security guards were needed. What would you do differently for the special meeting? It seems that you already worked with your staff.

Dr. Evans: Yes, I did. The data is what's being asked for that we don't have to give to you. That would be the difference. In addition, depending on where that conversation goes there may be some aspects of it – and I would need to consult with counsel – that may involve an executive session. There are some sensitive issues as it relates to security and so on. But I would have to consult with him.

Comm. Rivera: Mr. President, do you think it would be prudent to have an executive session?

Dr. Evans: We don't have the data in front of us.

Comm. Rivera: It's just a question.

Comm. Irving: I think it's important for us to get that data ahead of time to be able to understand what the implications are. I need to be very frank with you, Dr. Evans. I think it's important for us to hear from Capt. Smith as well because he's going to be the one to implement this. I think it's important for us to understand relative to where we are with those 11 who are there what else is then missing. There's still going to be a gaping hole in our schools.

Comm. Hodges: I disagree. The Superintendent determines who's going to give that information out, not his staff. He determines who's going to tell us what and what the plan is going to be - nobody else.

Comm. Irving: I hope he'll determine that having that conversation with us.

Comm. Hodges: That has to be made very clear. That's my expectation that that takes place and that it's reflected on the sheet. When it wasn't, I made very clear what I felt about it. You weren't there, but T.J. was. We've had monitors who didn't understand their roles and they had to be helped with that. The Superintendent is supposed to tell us what the plan is and if he has someone else who's going to elucidate further...

Comm. Irving: Fair enough.

Comm. Mimms: I was going to say exactly what Dr. Hodges said. It's fine as Dr. Evans being the person in charge that he vets with his team and then they give recommendations. But the ultimate responsibility is on Dr. Evans to take the recommendations and then whatever he determines to do it comes to us. He can have them give their recommendations and they talk about their expertise and what they believe need to be done, but at the end of the day, it comes from Dr. Evans.

Comm. Kerr: I do agree that the final word should come from Dr. Evans to us, but there's an important point that we should not overlook. In terms of job description and knowledge of certain things, Capt. Smith is in charge of security and he knows more about security than... I'm not saying we didn't agree to that. The point is that his knowledge weighs more on this issue than the other folks. I would rather listen. Sometimes we go to a cabinet and we think about the resources first and then we think about the need to get bodies into position second. I think right now I understand the finance part of it, but I just refuse to put our kids out there in a situation that is potentially dangerous to their health. I want us in all of this to just keep the kids first and foremost. I do have some kids in the system and I would not like any one of them to get hurt.

Comm. Hodges: My problem is I can't be put in a position of choosing between Dr. Evans' stated plan and one of this staff's stated plans. Ultimately, it's his plan. Whatever they decide to do, they have to come to us with a consensus. They can't come tell me he says one thing. That's not how we work here. He's in charge. If he decides he wants his staff to give us input, that's fine. But it's his ultimate responsibility as Superintendent to answer your questions and to say this is what the plans are going to be. His staff has to get together and come tell us as one group. I can't have two or three different versions.

Comm. Irving: Let me just add one important caveat. I agree with what everyone is saying. While it's the Superintendent's authority to come up with that plan, it is our responsibility to accept, reject, or kick it back. I want to make that very clear. To not have those options before me, if we sit here and say, "11 aren't enough. Dr. Evans, go back and get 25," it's then his responsibility to go back and do that. I think in all fairness, Capt. Smith, that's why this conversation has to be had with the Board when we have the information ahead of time. If we feel there is expertise that Dr. Evans has and his staff that 11 isn't enough, we need to do something else in a different number. We have to kick that information back to the Superintendent and give him directives to go back and do that. I think in all fairness this Board deserves the opportunity to have that information ahead of time to know exactly what the recommendation is, what that will look like, and where those folks have been placed. We'll then be able to ask the important questions of the Superintendent or the designee that he will assign whether or not the numbers that we have are sufficient. I do think an executive session is prudent and it should be one scheduled very quickly. We have to provide safety and security so that kids can learn. I'm going to be honest with you. I don't feel that way yet. I don't know if 11 security officers will make me feel that way. I also don't know

because I don't have the information in front of me of what that will look like and where they will go.

Comm. Kerr: That's my concern. (Interruption in audio)

Comm. Irving: If you feel 11 isn't enough, then you can vocalize that. As a person who has the expertise in safety and security, you're going to be the person who can leverage your experience for that. But that still has to be vetted through the Superintendent, the Deputy Superintendent, the respective cabinet members, and the Business Administrator to see what the realities are.

Capt. Smith: I'm confused. Do you want me to vocalize it or not?

Comm. Irving: Not now.

Capt. Smith: Or any time. I'll just go through the Superintendent.

Comm. Irving: I'm going to let that be the last word on this issue. I think that makes sense. Capt. Smith, I'm going to ask you to go back and speak to the Superintendent and cabinet. Dr. Evans, I'm going to ask you to please work with your staff so that we can get sufficient information so the Board can make the best decision it can. I have to remind you, with control of operations and finance what you will be doing is giving us the recommendation of 11 officers and we have to be the ones to say that works or that doesn't. If it doesn't work, we have ultimate recommendations for what does work in this information that we have.

Comm. Hodges: And we need to know where the additional money came from.

Comm. Irving: That's very important. I have an idea for what budget lines, if we had to pull from, we can. I'll talk about that next week. It's important that we have that information and we know where it's coming from. Thank you, Capt. Smith.

Assignment of Nurses

Dr. Evans: You asked for some additional information with regards to the nurses and shared some concerns with regards to proximity of nurses that were shared amongst schools. I'm going to call on Ms. Peron to introduce the topic and she's going to have some help presented from Ms. Craft.

Ms. Susana Peron: Good evening Commissioners. Tonight we're here to answer your questions about nursing assignments. The goal is to have you understand how nurses are assigned to the district. I'd like to introduce the Supervisor for Nursing, Liz Craft.

Comm. Irving: Let me just back up for one second and be clear. I don't know what we're going to be presented and I want to just keep us on a linear path. The conversation and recommendations all derived from the assignments that we had in the Board meeting. We were going to ask how we were going to cover those schools. Without having to dig too deep into the past let's focus on the consolidation of those schools, the list the Board members received, and the new recommendations that come before the Board.

Ms. Peron: We're working from the three questions that we had received.

Comm. Irving: Thank you. I just want to make sure we're clear.

Ms. Elizabeth Craft. Good evening. My name is Elizabeth Craft and I am the Nursing Supervisor for the district. The numbers of students present in the district on any specific day and the number of nurses present in the district on any specific day. This includes the documented medical and nursing needs based on diagnosis and on the students' acuity level of that diagnosis, prescribed medications, and the timeframes that are ordered and given, the overall number of students located in each school, the age range of the students, and the proximity of the schools to the second location...(End File C).

New Jersey Quality Single Accountability Continuum (NJQSAC) District Improvement Plan in the Areas of Instruction and Program and Governance

Ms. Peron: (Start File B)...We developed Board committees that we have today under these five areas. In personnel there are 16 indicators which cover the review and approval of positions, appointments, and teacher evaluations. Under fiscal there are 23 indicators which cover areas as facilities, purchasing, contracts, budget development, and requisitions. In the area of operations there are 26 indicators covering school safety and security, transportation, student code of conduct, and special education. In the area of instruction and program there are 36 indicators and this is one of the areas that we have pending today for our final QSAC review...(End File B).

The Board took recess at 8:35 p.m.

The Board reconvened the meeting at 8:47 p.m.

Comm. Irving: (Start File D)...The time is now 8:47. If there are no discussions relative to the QSAC document, I'm going to ask Dr. Evans if there's anything else he has to report on, and then I want to go to the public comments.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I simply wanted to report that during the past two days, as I alluded to some of you and I may have commented on the microphone, the first two days of school have been exceptionally smooth. That doesn't mean they were perfect because there were some glitches here and there that our staff are working on. But I've visited 24 schools over the past two days and by this time next week I would have visited all of them to check in with the principal to see how it's going and walk away sometimes with a list of some things we need to tweak. But overall each principal has said to me this has been smooth and much improved. They complimented us, in some cases, on the work that Lisa is doing with transportation and the work that Cheryl Coy is doing with special education. Again, they're quick to say there are still some rough edges we have to smooth out, but they've complimented me and my staff for a very smooth opening. So we endeavor over the next few days to make sure we do address the issues that have been raised. We do have lists of things that each of us has brought from the schools. While I visited 24, throughout the district our staff has covered all the schools. All the schools have been touched by senior staff in terms of visiting, making sure things were going well, finding out if there were things that we need to improve upon, and so on. So I want to thank everyone and at the top of that list are our principals. Our principals have worked very hard along with our senior staff to make sure that we have a very smooth opening. The last item involves an invitation that I wish to call Terry Corallo to the microphone to very briefly offer to the Board and to the listening audience.

Ms. Terry Corallo: Good evening Commissioners. I think many of you have received the Save the Date notice, but I wanted to be on record with the fact that we have official grand openings for School 16 on September 20 at 10:00 a.m. and for the Dr. Hani Awadallah School on September 29 at 10:00 a.m. The Awadallah Family will be there. Something that has been just finalized is the October 18 date for the School 6 renaming to Senator Lautenberg. I'm going to guess it's around 10:00 a.m., but we haven't finalized the time. The Senator's family has agreed to be there for that date. Those are the three dates, September 20, September 29, and October 18. We hope that you will join us. The 18th is for School 6, the 20th for School 16, and the 29th for Dr. Hani Awadallah. Thank you.

Comm. Hodges: All of them at a reasonable hour? 10:00 like you said?

Ms. Corallo: That's right.

Comm. Irving: Dr. Hodges, I know you don't like getting up that early. I'm sure you'll make an exception.

Comm. Mimms: In the past, I've received the actual agenda via delivery to my home, but it was recently stopped. I called into the office to report it and they said that I would have to directly talk to you. I really would have done it privately but I was told to do it at the meeting. I would like to receive it again, both electronically and paper delivered to my home.

Comm. Irving: I thought we all agreed we were switching to the electronic version.

Dr. Evans: That was my understanding.

Comm. Mimms: Not everyone.

Comm. Irving: That was the decision that we all agreed upon and that's why we got these tablets. The whole purpose of getting these tablets was to move from paper to digital.

Comm. Mimms: I'm just making a request. I'd like to have both because I do a lot of travelling. When I'm travelling I like to have that data with me versus taking my Surface Pro from the district to where I'm going. I don't know what other Board members would like, but I would just like to have it via electronic and delivery to my home.

Comm. Rivera: I just want to remind her of the reason we also decided to get the tablets was so we could save on the overtime that was incurred making all the copies for the full Board. I just wanted to add that in there.

Comm. Irving: That's a good point. Is there anybody else?

PUBLIC COMMENTS

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

Comm. Irving: I want to remind all the speakers of the three-minute time limit we have.

Mr. Corey Teague: Good evening members of the Board. I was just looking at something and I saw that Governor Christie said he's going to make sure that the charter schools and private schools have state funding for their security. We might want to look that up because I just saw the article. We need to understand we're dealing with a Governor who, as I've said plenty of times, couldn't care less about urban school districts like Paterson, Newark, and Jersey City. We have a serious issue here and we better make sure that whoever else is going to run for Governor is going to have different views from the Governor that we have now. Secondly, last week something happened that really disturbed me with the school naming. I don't have anything against the name, but with the process. It wasn't on the agenda, the Board hadn't discussed it, and the word came out that there were already votes to push it through. We don't want to start doing things that could be considered unethical at a moment when we could be getting ready to get local control. The last thing the State of New Jersey wants to do is give us local control. They've been playing this game with the QSAC for years. They set the goal, you get there, and then they move the line again. This has been going on for years. We have to make sure that we stay on course and that we don't do anything that the state can come in and question. That has to be understood. Those of you who are new, understand you were not elected to be a rubber stamp for anybody or for any agenda. If you read your ethics and the thing that you swore to do you said that you would not surrender your vote to special interests. I'm cautioning you - don't jump on the bandwagon because there are consequences for those actions. Every vote that you take is permanent. It goes down in the record. People can go back and look at it. Then when you have to answer for that vote that you made, you may not know how to do that. In the future let's make sure we do things according to the book and the rules. We do not want to lose the opportunity to have local control because we're doing things that could be considered unethical, wrong, and potentially illegal. I want to make that very clear tonight. Have a good evening.

Ms. Charmaine Henderson: Good evening. My name is Charmaine Henderson and this is my daughter. Her name is Sasha Perkins and she's new to School 28. She's in the pre-k 3. I'm here today because I found out that School 28 had five security guards and now it has three. Because of the area, I think it should be back to the way it was. I spoke with the principal and she said they had a very well organized team. The buses were dropped off at Temple Street and the parents could drop off the kids there. Now she only has three. She's out there doing some of the security things and not being the principal greeting the students or being available for new parents like me to maybe answer questions and things like that. Secondly, if there's a traumatic incident in the school and the nurse is not there or the security guard is in the bathroom or whatever, are the supporting staff such as the teachers and teacher assistants CPR certified? Do they have to get CPR certification again? Who's there to protect the kids if the security guard is not around or calls out and there are only two? When there's a traumatic incident like in 2012, there's no buzzing to get in. I went to School 28 today to talk to them. I went down to PCC and found out that they have a pre-k 3. You have to buzz to get in. They even have a finger system where they have an imprint of their fingerprints. I went to School 27 and they had security guards there. I just want to know who made the decision to decrease the amount of security at School 28. There was a shooting there at the basketball courts and a girl died. I know it was in the morning, but that area is kind of volatile. I don't know if it was the cops chasing a guy or someone else chasing him on the street, but I heard a guy ran into the school. He had a weapon. In a crisis if something happens have there been any drills? What's the lockdown procedure? Is there something where everything just shuts down? If there's money needed, reach out to the family members and the parents. Give us an opportunity to do something and make us aware. I know it was in the papers that the security guards were decreased. My mother told me about that, but she told me after I already knew

about it. I found out about this meeting because I wanted to find out. I have friends who are teachers. Maybe some people who don't have friends that are teachers don't know. Maybe the community is not educated. People who already have hurdles don't need more hurdles. I'm here to find answers and I wish there was more information so I can find out what's my next step. Do I need to help you guys help the state get more money? Help me so we can help. I don't want to pull Sasha out of school. I hear School 28 has the Gifted & Talented program. I'm glad about that, but I'm upset because it only starts at grade 2. I'm a physical therapist. The lady I work with, her son is going to Apple Montessori School. I can't afford \$1,000 a month. That's how much it costs. Her kid is four years old and he's doing a book report on South America. I don't know what Sasha is supposed to know at the end of the school year. I think she's gifted and talented, but I don't know. Is she really? Where do I go on the website to find out Sasha is going to know x, y, and z at the end of the school year? I just want to know. I grew up in catholic schools. They're all closed. St. Paul's is closed. Paterson Catholic is closed. I just want to know. The public school system is new. All that other stuff is already there, the college prep. I never knew that stuff was available to the public schools. I'm a novice. I don't know what's going on. I assume that the taxes for the city go to the school system. That's what everybody complains about. In Haledon the taxes go up because the school system is doing that. Is that the same here in Paterson? I look at the taxes to own a house in Paterson and they're above \$10,000. They're like \$12,000 to \$14,000. That's a lot of money. I just want to know where it's going. If it's not going to her, where is it going? I ride around the streets and it's not going to DPW. They're not doing it. I live here now. It's very sad.

Comm. Irving: We'll have all the other speakers speak and then when we're done we'll have the Superintendent reply to comments or any questions you had. You had some very specific questions. I just want to make sure that we hear the other folks behind you and then we'll make sure that we let the Superintendent respond to some of the comments that you made. I thank you for being here and having such a beautiful young lady eat our cookies. She's having a great time.

Comm. Hodges: She should be given an expectation guide so she has some sense.

Comm. Irving: That's correct. Again, that's the Superintendent's authority.

Mr. Charles Ferrer: Good evening. Charles Ferrer. It seems like safety seems to be the issue. I'm listening to what people are saying. I used to always tell my students that sometimes when they horse play and they're so serious about it the one thing that most people don't understand is that when something serious happens sorry is not going to be the answer that the parent is looking for. When I heard what was going on up at the football field at the practice, I thought god forbid if one of those bullets had hit one of our students. We know the element that we're dealing with. We live this, so security is of the utmost. I'm looking through this agenda and at the money that's going to the University of Pittsburgh plus the Taub Doby Grant and I'm sorry. IFL is a piece of junk. Dr. Hodges and I have had many conversations of how we learned to read and how he at a young age rode the subways to the libraries. We did it that way. I remember when I taught people who came from other countries using the primers, *Fun with Dick and Jane*, how to read and speak English. My son, from kindergarten to eighth grade, had a grammar book. We want children to be able to write great and we don't even teach spelling. We talk about data. There's data out there that says penmanship is very important. There's data that says music is very important and we're missing all this. My friends all came up on music. I did too until I got to high school and heard about Mr. Nelson's 7:00 o'clock in the morning practices. That was not for me. That's when the saxophone got put down and I went with the vocals because practice was after school.

We need to understand that the money is there for security. We just need to move it from other places that are not as important. Without the children there's no school. Children are important. I'm sorry I'm going to harp again, but consultants are on the backburner when it comes to children. I'm sorry. I'm not here to make people have the lifestyle that they used to have when they worked here. When you retired you said you didn't want to work. Somebody posted on Facebook today, why is a person smiling on Monday? Because he's retired! When I retire, I'm not looking to work anymore. I'm retired. That's what some of these people should do. I'm going to move very quickly. I like what was posted on the PowerPoint that said the power of collaboration will lead us to local control. Then we need to get cooperation. Board members, right here is 127 transfers that happened after August 1. Like I said when I came here last year – check the minutes – you can go up to July 31 and I had nothing to say with transfers. Then you can go to September 1. I had nothing to say about transfers. But between August 1 and the end of August every transfer you do my members have a right to a hearing. I'm filing a grievance for a hearing for every one of the members because this is not collaboration. I'm sorry. There's got to be a better way of doing things. I got people who got transferred. I'm not mentioning names, but they were a third grade teacher and now they're going to be a sixth grade teacher. They got the letter on the 25th or the 26th. Suppose they went into the school, got their third grade classroom ready, and now you're going to be a sixth grade teacher in that school or another school. Suppose you planned all summer getting ready for third grade and now you're going to be a sixth grade teacher. Where is the fairness? That's not how it's done. We won that decision where we can bring it to arbitration. I guess that's what we're going to have to do. July 31 is the last day. Wait until September 1. I'm good. But when we do it during the month of August – I said it last year. Check the records – I will request a hearing for every one you transfer. And you moved some people possibly without checking with them into schools where maybe they can't work that extra hour. Did you speak with them first? Did you ask them? Some people got their letters at 11:00 the day before they were supposed to report. Some people showed up and were told, "You're not here anymore. You've been transferred here." Is that going to lead us to local control? I don't think so.

Ms. Rosie Grant: I have a long list, but I'll stop when you cut me off. Welcome to the new school year. I'm happy to hear that we had a relatively smooth opening and I want to say thank you to all of you who participated in High Fives for Education. That was wonderful and a great way to start. PEF is a part of a new collaborative. It's called the Paterson Community Education Coalition. We approached Dr. Evans to say we want to do that and he welcomed it. He actually wanted us to do it in every school. We weren't sure we had the capacity in the first year. Other members are the PEA, United Way, NAACP, PEOC, and the Islamic Center of Passaic County. We're really working to pull community organizations together to support education in Paterson. So we hope that we will grow and that High Fives will grow and I thank everyone who participated in it. Sadly, in addition to welcome to the new school year I have to say welcome to the fiscal cliff. We're here now. I sat there and I listened to the discussion about nurses and security and I realized that there's not enough money to have all the teachers, nurses, and security we need and we're putting our kids at risk. Meanwhile, it was mentioned before that Governor Christie signed into law yesterday or the day before that every non-public student will have 75 dollars allocated for security. Meanwhile, it is built into the SFRA, but it isn't being funded. So we're not getting \$75 per student in the public schools, but it will happen in the non-public schools. Additionally, the districts will be responsible for administering this. The districts will need to collect the information, submit it to the state, and then parse out the money. It's an additional expense on our part without any additional income to support it, and with reduced staff. So I do hope we can find a way to work this out. Of course, we're going to keep advocating for

funding of the SFRA and against the Governor's unfair plan that he is selling around the state. Commissioner Hespy is leaving. We may or may not like that, but I do want to caution you as we're thinking about returning to local control that the previous commissioner ended up being the superintendent in Newark. It's just a word of caution there so that we tread carefully as we move forward. I testified yesterday at the State Department of Education ESSA hearing and we're promoting at PEF that climate and culture be one of the things that they look at as they put the New Jersey ESSA plan together. We are on the stakeholders' advisory council that the State Department of Education has put together. We will be hosting a parent forum here in Paterson on October 13 for a small group for the State DOE to come in and have some conversation with. Then the following Saturday, and I don't have the date, we will be hosting a broader community forum which Dr. Evans, the head of the PEA, and some other folks, including the folks from the NAACP legal defense council will come in and have a conversation about ESSA, our civil rights, and how we make sure that our kids are where they need to be under the new law. I thank you. I look forward to your participation in all of this and I look forward to working with you throughout this new year. I'm done.

Ms. Marcella Simadiris: Peace and blessings. I'm trying tonight to get some understanding as to how you as a Board are able to move with communicating where you are and what you need in aiding the Education Law Center with filing a lawsuit against the state with regards to their responsibility to fund our schools according to the funding formula. It really appears to be that a lot of people are tiptoeing. I know that this is just an example of how white supremacy works within our country and the fact that this state run district is like apartheid. We're basically at their mercy and have to do what they say. I'm trying to take all that into account, but I'm not clear as to what has been provided to the Education Law Center. In the spring I had requested that the PowerPoint that Ms. Lepore gave on SACs and the impact that has caused within our district be turned over to the Education Law Center. Then I started communicating with Dr. Evans and David Sciarra, who's the lawyer for the Education Law Center. Dr. Evans indicated that you Commissioners had been provided a list of programs, services, and personnel cuts as a function of budget cuts during the most recent two years. He said that he would provide that list to the Education Law Center. It's my understanding that as of two weeks ago it still wasn't provided. Another thing that I got from tonight was the fact that Dr. Evans said you're the man in charge. You're the guy. I'm imploring you to turn over to the Education Law Center that report, all these reports that your cabinet is presenting with regards to security, lack of nurses, the SACs, anything regarding what our children aren't receiving that all these other children in these other school districts get. I'm asking that you provide all those reports to the Education Law Center so that we can file a lawsuit against the state and implore them to follow the law and that they be held accountable to provide the monies that are due to our students. Maybe you want to provide also a presentation to the public with regards to ethical responsibility of the Board members so the community can understand how the Commissioners can move, what they're able to do, and what they're not able to do. There's definitely disconnect and a lack of transparency. I just want to know where the holdup is. Who's the holdup? I'm finding it real difficult to find who the holdup is. At the end of the day, everybody comes up here and complains about the impact of the lack of funding, but where are the actions? There are things that we can do. I don't know. The Education Law Center is acting like they're willing to do it. If they're not willing to do it, then we need to know whether or not that's the case. According to them, it's my understanding that they're just not receiving what they need from the district. I don't know if the Commissioners aren't able to provide that to them. If they're not, Dr. Evans, on behalf of my students please turn that data over to the Education Law Center. Thank you.

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

Dr. Evans: Let me begin with the young lady that spoke. I'm sorry, I didn't write your name down. Charmaine. We spoke a little earlier. There are a couple of items that were mentioned that I'd like to respond to. Regarding what your child should be learning and you made reference to some other experiences you've had and observations particularly with regards to teaching and learning in catholic school versus public school, we do have an expectation guide. Mr. McDowell is sitting in the back. Oh, you have it?

Ms. Henderson: Yes, I just got it. Are these available in the schools? Or do we have to come up here and request it? They're online? That's another thing. I went online and the website is not really friendly. It's not helpful to navigate. It was very difficult. I'm an educated woman. I have three degrees. I was like, where do I go? It's not friendly.

Dr. Evans: Secondly, you alluded to taxes paying for education. Local taxes do contribute to providing education in Paterson, but the larger share comes from the state. Much of what you hear from the Board and others in the community is the fact that we're not being appropriated sufficient funds to do what we need to do in credible fashion. That's a major legitimate concern. Only a very relatively small percentage, probably less than 10%, comes from local sources. The rest comes from state and federal sources. You alluded to security and you heard the discussion tonight regarding that. We're working on that and we're going to find some resolve one way or another. So stay tuned for that one. We will be coming back to the Board with the information it requests and ultimately the Board will give us direction in terms of what it would like to see happen. On the data request that was alluded to, we've submitted lots of data to a lot of people over time, but it doesn't seem to be the right data. That's one of the big issues. As busy as I am, I've taken the lead in terms of compiling all of the information. In fact, Ms. Ayala and I had a conversation today regarding a compilation of budget reductions for this past year. I already have it for the previous two years that have been most impactful. The question is in what form is it that the Board is looking, but also when we get outside requests, which takes a lot of time, a lot more time than people realize because it's not like taking something off the shelf and handing it. If it says a program is reduced it doesn't say how many staff within that program was reduced or how much of it was equipment or materials. That's the level now that I'm questioning whether or not we need to get down to. I see Dr. Hodges responding because I think that's what you want, but that takes time.

Comm. Hodges: A compendium will do it quicker than a report.

Dr. Evans: It's all on my desk right now and it's going to have to be reorganized in a way that answers the questions I know Dr. Hodges has. That then answers questions that others have, including the Education Law Center. It's coming. I expect to accomplish that by early next week. The only time I have to do it is over the weekend to give them a form and then have staff look at it to make sure I didn't miss anything. It's coming. The Board manages itself in regards to ethics, but there are also a couple of others who assist with that. I advise, Dr. Osneido advises, and I know that as this transition to local control evolves there are some activities that Dr. Osneido and President Irving have gotten together and determined that the Board needs to engage in. My guess is ethics is going to be a part of that discussion. That's it.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated September 1, 2016, beginning with vendor number 4000133 and ending with vendor number 4000004B, in the amount of \$8,019,361.08; 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 and Comm. Mimms who abstained. The motion carried.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

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
Susan Ronga	Garden State Employment and Training Association (GSETA)	September 14-15, 2016	\$300.00 (registration)
Program Director/Adult School	Atlantic City, NJ		
Christopher Irving	49 th CUBE Annual Conference	September 30 – October 2, 2016	\$1457.75 (transportation, lodging, meals)
Board President	Miami, FL		
Kenneth Simmons	49 th CUBE Annual Conference	September 28 – October 2, 2016	\$2821.01 (registration, transportation, lodging, meals)
Board Member	Miami, FL		
Edward Cisneros	NJPSA Convention	October 20-21, 2016	\$298.00 (registration)
Vice Principal/School 2	Long Branch, NJ		
Boblyn Dobbs	NJPSA Convention	October 20-21, 2016	\$298.00 (registration)
Principal/School 6	Long Branch, NJ		
Felisa Van Liew	NJPSA Convention	October 20-21, 2016	\$298.00 (registration)
Principal/School 2	Long Branch, NJ		
Danielle Hoffman	New Jersey's 40 th Annual Science Convention	October 25-26, 2016	\$295.00 (registration)
Teacher/STEM @ JFK	Princeton, NJ		
LaKisha Kincherlow-Warren	New Jersey's 40 th Annual Science Convention	October 25-26, 2016	\$295.00 (registration)
Teacher/STEM @ JFK	Princeton, NJ		
Marianne McCoshen	New Jersey's 40 th Annual Science Convention	October 25-26, 2016	\$295.00 (registration)
Teacher/STEM @ JFK	Princeton, NJ		
Theodore Best	NJSBA Workshop 2016	October 25-27, 2016	\$563.36 (registration, transportation, lodging, meals)
Director/Culture, Climate & Non-Traditional Programs	Atlantic City, NJ		
Oshin Castillo	NJSBA Workshop 2016	October 25-27, 2016	\$564.60 (registration, transportation, lodging, meals)
Board Member	Atlantic City, NJ		
Chrystal Cleaves	NJSBA Workshop 2016	October 25-27, 2016	\$564.60 (registration,
Board Member	Atlantic City, NJ		

			transportation, lodging, meals)
Jonathan Hodges Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$564.60 (registration, transportation, lodging, meals)
Christopher Irving Board President	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$563.98 (registration, transportation, lodging, meals)
Errol Kerr Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$565.22 (registration, transportation, lodging, meals)
Lilisa Mimms Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$565.84 (registration, transportation, lodging, meals)
Nakima Redmon Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$564.60 (registration, transportation, lodging, meals)
Flavio Rivera Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$565.84 (registration, transportation, lodging, meals)
Eileen Shafer Deputy Superintendent	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$563.36 (registration, transportation, lodging, meals)
Kenneth Simmons Board Member	NJSBA Workshop 2016 Atlantic City, NJ	October 25-27, 2016	\$565.22 (registration, transportation, lodging, meals)

TOTAL CONFERENCES: 20
TOTAL AMOUNT: \$12,568.98

***For Ratification**

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 2 be adopted. On roll call all members voted as follows:

Comm. Castillo: I abstain from my name and yes for the rest.

Comm. Hodges: Yes, and I abstain from anything involving my name.

Comm. Kerr: I abstain from anything that has to do with my name and yes on the rest.

Comm. Mimms: I abstain from my name and yes for the rest.

Comm. Redmon: Yes, and I abstain from anything having to do with my name.

Comm. Rivera: My vote is yes and I abstain from anything that has to do with my name.

Comm. Irving: I abstain from anything that has to do with my name and my vote is yes.

The motion carried.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 3

Approval of District Technology Plan 2016-2019

Introduction: The NJDOE strongly recommends that every district update their Technology Plans for 2016-2019 in order to meet the technology demands of digital learning, improve student academic achievement, and the administration of online assessments, as well as non-cognitive competencies that enable students to “thrive in an increasingly complex world”.

Whereas, the mission of the Paterson School District, as stated in the Brighter Futures Strategic Plan for Paterson Public Schools 2014-2019, is “to prepare each student for success in the college/university of their choosing and in their chosen career”; and

Whereas, District priorities require effective academic programs, healthy school cultures, family and community engagement, and efficient and responsive operations, all of which are enhanced by updated technology and instructional applications; and

Whereas, the District Technology Plan will guide the District in establishing 21st century learning environments that blend physical and digital infrastructures to seamlessly support student objectives in the New Jersey Student Learning Standards; and

Whereas, the District Technology Plan will guide the development of professional development opportunities to facilitate technology integration into curriculum development and instruction to prepare staff and students for PARCC assessments

Now, Therefore, Be It Resolved, that the Paterson Board of Education approves the District Technology Plan 2016-19.

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

Comm. Hodges: The technology committee requested that this be pulled so that we can spend some time...

Comm. Irving: Have you guys had time to...?

Comm. Hodges: We have in fact met and I just want to announce that we will be moving forward with modifications in the future. In its current iteration we will recommend that you go ahead and pass this.

Comm. Irving: Just withdraw your motion.

Comm. Hodges: We recommend that you vote for this in its current iteration. It was pulled before. I'm sorry if that wasn't clear. Now we can move forward with it. There's a time constraint as well.

Comm. Irving: But it has been vetted in technology.

Comm. Hodges: Pretty much.

Comm. Irving: Okay. Are there any other questions?

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson

Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 4

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

Whereas, school districts that scored below 80% in any District Performance Review (DPR) area (Instruction and Program, Fiscal Management, Operations, Personnel, Governance) of the NJQSAC process must complete a District Improvement Plan (DIP), and

Whereas, the State District Superintendent is required to deliver a DIP to the Department of Education and the DIP must be approved by the Board of Education, and

Whereas, the State District Superintendent has completed a DIP in the areas of Instruction and Program and Governance, now

Therefore, Be It Resolved, that the Paterson Board of Education approves submission of the DIP to the New Jersey Department of Education in the areas of Instruction and Program and Governance.

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope

Planning Board of the City of Paterson
Churches in the City of Paterson
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Greater Bergen Community Action

Resolution No. 5

Department of Federal Programs: Continuation of Services with Catapult Learning –
Year 2 of 3

Whereas, Title I, Title II Part A, Title III, Title III Immigrant and Chapter 192 services must be provided to non-public/private school children who are Paterson residents and attend in district and out of district private schools; and

Whereas, Instructional Management for nonpublic school students, RFP 404-16 initiative was previously approved at the June 17, 2015 Board Meeting under Resolution No. A-9; and

Whereas, based on the recommendation of the Evaluation Committee Members, consisting of representatives from the Department of Academic Support NCLB and Special Services, the contract for Instructional Management for nonpublic schools students, RFP 404-16, was awarded to Catapult Learning, LLC based on 18A:18A-4.5; and

Whereas, the awarding of the contract is in line with the Brighter Futures Strategic plan 2014-2019, Priority I: Effective Academic Programs, Goal 2: Increase graduation rate of students; and

Now, Therefore, Be It Resolved that the State District Superintendent supports the continuation of services as stated in Instructional Management for nonpublic school students, RFP 404-16 with Catapult Learning, located at 2 Aquarium Drive, Suite 100, Camden, NJ 08103 for the year 2016-2017, in the amount not to exceed \$700,000.00, pending budget approval and subject to review and renewal annually.

It was moved by Comm. Mimms, seconded by Comm. Castillo that Resolution No. 5 be adopted. On roll call all members voted as follows:

Comm. Castillo: Yes.

Comm. Hodges: No.

Comm. Kerr: Abstain.

Comm. Mimms: No.

Comm. Redmon: No.

Comm. Rivera: No.

Comm. Irving: There must be something I'm missing. I'm going to just abstain because clearly there's something here that I didn't get. I abstain.

The motion did not carry.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
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Greater Bergen Community Action

Comm. Irving: Who presented this resolution tonight? It needs to go back to committee and to be vetted. It comes under curriculum and instruction. Am I correct? This needs to go to curriculum and instruction. I assume the RFP went through, but for those who voted no there has to be some justification. I always defer to committee. I think in committee you all need to figure out and vet what the issue is and bring it back to the Board. This potentially has the ability to come back on the agenda for the next regular meeting.

Resolution No. 6

Purpose: Resolution is to comply with purchasing laws in the process of purchasing Student Transportation Services – School Related Activities for Field Trips, Athletics & On-Call Transportation Services PPS-517-17, for the 2016-2017 schoolyear, according to NJSA 18A:18A-4.1.

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

Whereas, the Director of School Safety determined that the district has a need for Student Transportation Services – School Related Activities for Field Trips, Athletics & On-Call Transportation Services PPS-517-17, and provided the specifications for the formal public bid process for the 20162017 school year; and

Whereas, the solicitation was made by advertised public notice appearing in the Bergen Record and the North Jersey Herald News on June 10, 2016. Four (4) sealed bid were opened and read aloud on June 24, 2016 at 11:00 AM in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503, by the Purchasing Department; and

Whereas, as per the bid summary, the Department of School Safety recommends that the bid for Student Transportation Services – School Related Activities for Field Trips, Athletics & On-Call Transportation Services, PPS-517-17 be awarded to the lowest responsive/responsible bidder, for the 2016-2017 school year, to the following vendor(s): Aldin Trans Corp., A-1 Elegant Bus Tours Inc., and Madison Coach, now

Therefore, Be It Resolved that the State District Superintendent supports the bid recommendation award the bid for Student Transportation Services – School Related Activities for Field Trips, Athletics & On-Call Transportation Services, PPS-517-17, as per the attached Bid Summary, not to exceed \$400,000.00 annually, for the 2016-2017 school year, as follows:

Aldin Trans Corp. 274 Fulton Avenue Jersey City, NJ 07305	A-1 Elegant Bus Tours Inc. 24 Beechwood Road Summit, NJ 07901	Madison Coach 27 West Street Bloomfield, NJ 07003
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It was moved by Comm. Redmon, seconded by Comm. Mimms that Resolution No. 6 be adopted.

Comm. Kerr: How did we select these various companies?

Comm. Irving: I'll give you an answer and then I will defer to Dr. Evans if he wants to bring Capt. Smith up. This did come up last night in operations. From what I understand this was competitively procured. STS won the initial bid but we're retaining the option to have Aldin and Madison on retainer in case STS is busy or have a conflict. We have the option to pick up two or three other bus companies. Just so you know, this contract is primarily for athletics and field trips.

Comm. Kerr: This is a very large sum of money.

Comm. Irving: For the whole entire calendar year.

Comm. Kerr: Still, the money is large. I know formerly we used to look at these contracts and make sure that the I's and dotted and the T's are crossed. I don't think any of this was presented to the full Board.

Comm. Irving: No. The first we got it was last night in operations, which is why we are getting it here.

Dr. Evans: The \$400,000 you see there is actually paid by the individual schools – Jim, if you would come to the microphone – for the field trips and for the budget for athletic competitions. There isn't a line item in the district's budget. It's individual schools for athletics and field trips.

Capt. Smith: It was competitively bid. We didn't want to run into the problems that we ran into last year with...

Comm. Irving: We had to do it twice, right?

Capt. Smith: We had bus companies not showing up. Kids were being left stranded. Dr. Evans told me to make sure we don't run into that problem this year. We went out and competitively bid it among all the bus companies and they came back. That's why you see several bus companies there. We have backups because we want to make sure that if a particular bus company can't handle 52 one day, that we have another one that we can go to. As you referred to earlier, we did dot our I's and cross our T's and made sure that everything was correct.

Comm. Kerr: I wouldn't for one moment doubt the fidelity of the application in going through this. But the Board was left out of the process and now we're being asked to sign off on something that we did not have an opportunity to look at properly. I'm not going to speak for the full Board, but it's very difficult for me although I'm not doubting the process. It's just that we were not included. That's it.

Comm. Hodges: As I recall from last year when we had a basketball game the assertions from the administration was that we were going to buy somewhere between one to four buses. I don't have any information about this, but does any of this include the cost of any of those buses?

Dr. Evans: No. I was the person that told you what the long-term plan was and by now I expected we would do that. Then the matter of budget reduction hit after we made that comment and that actually reduced the level of funds that would have been available for this to the point that we couldn't.

Comm. Hodges: My question still remains in terms of long-term planning. Are you saying to us that this is more cost-effective?

Dr. Evans: No, I'm not saying that. Actually, Jim did go out and get some cost estimates for purchasing the buses.

Capt. Smith: In answer to your question we did vet it. We went through the process of Hunterdon County and Regional. With the cost factor we got for this actually it is more cost effective. We don't have to do maintenance. We don't have to get drivers. We would have to get employees and employ them at a cost of between \$40,000 to \$50,000 plus benefits on a full time basis. When we figured in all the cost factors and the price that we got it for we thought at this particular time, as Dr. Evans stated, due to the cost reductions of the budget we felt that this was the way to go.

Comm. Hodges: The problem I have is from what I recall we have problems with students when they go away for field trips they have to leave late and come back early. They don't get the full benefit of those trips. That's one of the issues. The other thing is you're putting together a plan for the planetarium and other facilities where you want to be able to transport students from schools to go to that facility and these people are not going to be able to accommodate you. You're going to have to do something in terms of getting your own transportation at some point. You can't ask School 29 to come and spend time, which is part of their curriculum, to go to the planetarium, learn, and be exposed to this material when they can't get there. If you're not in walking distance you can't go to the planetarium. School 7, School 27, School 14, School 19, School 17, on and on can't go. Maybe Dale Avenue and Alexander Hamilton are in close proximity. They're missing out on what we're trying to do in terms of heightening the awareness and exposure to science. It's not just a financial issue. It's a curricular issue that really has to intervene on just the financial concerns. You've got to take a look at that because there are some more issues. And there are the sports teams. You could be caught short again the exact same way and so forth. I'll stop right there.

Capt. Smith: The only thing I would say is that's why we've bid it in such a way that all the field trips that you're talking about, whether they be the planetarium, they can accommodate us. They have enough of a fleet that they can accommodate any of our needs provided there are adequate funds to do it. A lot of times when we talk about trips that are parent involved that they raise the money for and we let them know and they pay the bus company directly. They have the benefit of us bidding on it and getting a lower price. The companies that we have in here can accommodate us. It's just a question with the funding.

Comm. Irving: Here's the reality. If we have a lot of programs and routes it eats up the \$400,000 and we may find ourselves at a potential point where we may have to make a decision of where we go after that.

Comm. Kerr: You mentioned that we would have to employ drivers...

Capt. Smith: If we got our own fleet that's true and they would have to be certified.

Comm. Kerr: Couldn't we look at the per diem drivers? It's not every day we would definitely need them. You need a nurse in the building every day. Did we explore that avenue of per diem drivers so we could get a reasonable picture?

Capt. Smith: What I would say to you on that is based on my experience and having lived through this last year. Although it's a great idea on paper in actuality it doesn't work because the bus companies themselves have a hard enough time employing their own drivers full-time, let alone getting somebody for a per-diem rate. Also, as part of the bid package they have to go through all kinds of background checks and everything else. It would be a different story if we had a teacher with a CDL license, but they're not going to be working during the day to accommodate the field trips that Dr. Hodges is talking about. However, the suggestion is a valid one and it doesn't mean that we can't explore it. Being that the thing ended June 30 we had to get our approval from the county and the bid package in. The Board doesn't meet in July. With the sports program starting we wanted to make sure that we had our bases covered. Yours and Dr. Hodges' suggestions are valid and we'll have to look at it, but this is what we did now.

Comm. Rivera: You indicated you did a cost benefit analysis.

Capt. Smith: On the bidding of the buses themselves, yes.

Comm. Rivera: For bringing it in-house.

Capt. Smith: Yes.

Comm. Rivera: Purchasing buses.

Capt. Smith: Correct, lease/purchase.

Comm. Rivera: Whatever you want to call it. We have a few Board members here that are always asking for cost benefit analyses. You created one and we have a finance committee and we never saw one. This is something that we continuously ask the Business Administrator. We're in difficult times right now. We cannot continue to do business the same way. We have to see if maybe things have to be done a certain way or a different way. Dr. Evans, you pointed out because you thought about it and it made sense to you that it's probably more beneficial to buy or lease/purchase a few buses and bring them in-house. Let's look at different scenarios. Maybe we can hire part-time drivers. Drivers get paid around \$40,000 full time. In the county we have a transit division of bus drivers and they don't get paid that much.

Capt. Smith: What do they get paid?

Comm. Rivera: Only \$30,000.

Capt. Smith: Then we could use that benefit. If you could provide us with a list of those \$30,000 drivers we could use that as part of the cost benefit analysis that you suggested and that would be a great idea.

Comm. Rivera: That's not part of the discussion. What I'm telling you is that you have to get more people involved as a district and explore different things. For example, the bus drivers for those bus companies from my understanding are part-time drivers. They drop off the kids in the morning and they pick them up in the afternoon. We might not have a need for drivers during school hours. You might have a need for one or two to stand by for field trips and things of that nature. But we cannot continue to plan and not go through with it. Who makes the decision ultimately? This is just my opinion. I think what took place in this situation is we never pursued the plan and we got to the point that it was too late and now the services are needed. We don't have the buses and we didn't put a plan together. I'm not saying it's a good idea, but it's part of a cost benefit analysis. We have a fleet of vehicles because you mentioned you would have to outsource those vehicles getting fixed and all of that. We have over 20 vehicles from just facilities. I don't know if there are other vehicles in the district. I'm sure there are. We should do a cost benefit analysis to see how much it's costing us to outsource all the repairs for all these vehicles and if we're contemplating buying a few buses for this purpose that we're discussing right now then let's do that analysis and see if it's beneficial to have one or two mechanics in-house. It's just a benefit analysis. I'm not saying it's a good idea, but everyone has mechanics on board if you have a large fleet. Let's just look into it. Thank you.

Comm. Castillo: Going back to the drivers just because I have family members that do it, any bus driver can be hired part-time after their route if they work for a certain company. You can hire them to do 5:00, 6:00, for whatever time which they call runs. You can hire them part-time without a problem making way less than that...(End File D)

Comm. Hodges: (Start File E)...I sincerely suggest that decision be revisited at some point because quite frankly the problem is with the buses for the athletes. We are expanding the science program substantially and this is an important piece of it. We had this discussion before about trying to center our expansion of science around the planetarium and going for fund-raising and everything else. If you're going to require students to have this material academically then it can't be just the schools that are around the facility. Those children have the advantage of going to this program. That's number one. Also, the trips are all part of the educational experience. We always shortchange our students because they can't get there early and they have to leave early. It's not just a matter of inconvenience. The curriculum that you're asking us to develop and deliver calls for enriching experiences and those have to be taken into consideration. How do you get those kids there? I certainly understand what you're saying, but I think something has to be done to make sure that's the best arrangement even in the short-term given the needs. I suspect that we're going to face hardships at peculiar times because of this particular resolution and approach. We need at least one of those buses for your students.

Capt. Smith: The only thing I would say to that, and forgive me for not saying it before, is we have three to four buses we do own presently and we have teachers with the CDL licenses that we do use to transport students to football practice or drive equipment depending on the year and the age of the bus.

Comm. Hodges: Full buses?

Capt. Smith: 16 passengers. It does help us. If you send two to three of those 16-passenger buses you're still going to have the equivalent of a 52-passenger.

Comm. Irving: Let me add one more point that I think is important for us to mention. I think we need to revisit the cost benefit analysis. I'm listening to everybody and I'm thinking about volume in my head. I'm just talking about athletics generally if in a given season you have five or six different sports at two different schools at the same time or even different times. Tennis plays at 4:00 and basketball starts at 5:00, pragmatically I can't wrap my head around a fleet system for the athletic piece. But I think there might be some merit to what Dr. Hodges is saying. Internally we may want to have at least two or three folks who are full-time to be able to navigate. Again, that brings us to a point where how do you determine who gets first dibs. It's first come first serve.

Comm. Hodges: Scheduling.

Comm. Irving: Is that built into a school-based budget? There's a lot to consider here.

Capt. Smith: We have a list of drivers that are within the school district that we do use for the CDL. We do use them and you are correct. When you have multiple sporting events going at the same time the fleet of buses that you need is quite large. Just to get back to experience, I was in charge of the fleet of 106 vehicles in the police department. I understand what it is to operate those types of fleets, whether it be a leasing agreement, whether we outright purchase, whether we subcontract the repairs to somebody else, which you do bid on, or whether we hire mechanics in-house. We are familiar with that.

Comm. Irving: I think it would be helpful for you to work with the Superintendent.

Capt. Smith: What Comm. Rivera says is valid.

Comm. Irving: Let's go to finance and see what those numbers can look at.

Capt. Smith: I really didn't know the procedure to be honest.

Comm. Hodges: We're not looking for a fleet of buses. We're looking for one or two just for those...

Capt. Smith: Special events.

Comm. Hodges: Absolutely.

Comm. Irving: I think that's worth revisiting.

Dr. Evans: This is a good conversation and Dr. Hodges and I have had the conversation already with regards to the need to support our instructional program. The big hurdle for me has not been mentioned. Yes, our programs can pay the bill throughout the year. But there will need to be an initial investment in funds in the form of a down payment if you're lease purchasing or if you're buying them outright you have to pay for them. That's where the snag came this time around. We couldn't write a check to purchase one bus or two buses. The lease amount varies depending on the number of buses, but you have to pay an amount upfront to establish the lease and then throughout the year if you don't have a steady flow of cash from schools on field trips or athletics for games you have to make up the difference for a particular month or two. That's where it broke down for me.

Comm. Hodges: I hope that this list of things that we can no longer do gets charted in one place so that the Board can look at it and then make the appropriate concerns known to the people who need to hear it. I'm going to keep on asking for the things that we need and let you tell me what I can't have and you can explain to me why I can't have it.

Dr. Evans: We will go ahead and develop some information to bring back to the Board for review.

On roll call all members voted as follows:

Comm. Castillo: No.

Comm. Hodges: No.

Comm. Kerr: No.

Comm. Mimms: No.

Comm. Redmon: No.

Comm. Rivera: Yes.

Comm. Irving: Yes.

The motion did not carry.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Comm. Irving: My recommendation is that Capt. Smith meets with us in finance. I think it might help the Board to have that cost benefit information with us next time we have this resolution. Folks will feel much more comfortable for where the numbers come from. The only problem we're going to have is transportation for the athletic program. I understand why everybody wanted to vote no. Just understand when parents start calling us letting us know these are decisions we have to make.

Comm. Rivera: I've never done this before. Services need to be provided. Could we at least reconsider this? If we don't do this the services are still going to be provided. Now you're going to be contracting a company. You have two options – you cancel it or you provide the services without a contract. Mr. Kerr, you know from being finance chair previously it's a confirming order. We got written up once already from our auditors. I'm just asking if you guys want to reconsider the vote.

Capt. Smith: Friday is the first game.

Comm. Irving: Is there any way for us to reconsider it with the not-to-exceed amount being lower? Let's just say we agree to at least award it...

Comm. Hodges: \$100,000?

Comm. Irving: For now \$100,000 and come back.

Comm. Hodges: Mr. Chair, I'd like to submit a motion to reconsider.

Comm. Rivera: I second it.

Comm. Irving: Moved and seconded that we reconsider the motion with a not-to-exceed amount...

Comm. Hodges: You can't do that. You can reset the motion, it gets voted on, and then we put the motion forward.

Comm. Kerr: To lower the number.

Comm. Hodges: The new motion will come forward then.

Comm. Irving: Reconsider the motion.

It was moved by Comm. Hodges, seconded by Comm. Rivera that the Board reconsiders the motion. On roll call all members voted in the affirmative. The motion carried.

It was moved by Comm. Hodges, seconded by Comm. Redmon that the Board reconsiders the motion at an amended not-to-exceed amount of \$100,000.

Comm. Irving: I just want us to understand what that will mean moving forward.

Comm. Rivera: Dr. Evans, in other agencies you normally borrow money. You do a capital ordinance and you borrow money to purchase vehicles. It's a capital expense. How do you guys treat it here in the district?

Dr. Evans: That is one of the options that Jim Smith pursued before we realized that we had a fiscal issue that prohibited us. Jim, do you want to explain the arrangement that you shared with me where there was a potential loan involved?

Comm. Rivera: Before you do that, the reason I'm bringing this up is the City of Paterson has a huge budget and the county has a huge budget, but expenditures like this cannot be sustained by the budget. So what you do is you borrow. That's the practice that goes on throughout the state. So when you pass that comment it was a credible statement that you made that you cannot afford to purchase those buses out of the budget. But if you use the other option then that's a possibility. I'll let you continue now.

Capt. Smith: What you said is true as far as can we capitalize. Yes, we did that with the facilities vehicles. With the help of Daisy Ayala we were able to go through the county purchasing. Daisy, was the percentage a percent and a half for the vehicles in facilities? We faced the problem that we had 20-year-old vehicles and we had no snowplows for them. So we wanted to be able to make sure that we weren't going to absorb our whole budget in snow plowing. Steve was able to get hold of a snow brigade and we were able to get something like 15 vehicles of which four or five were snowplows which really helped us out. We were able to capitalize it there. Can we do this with the school bus? Yes, we can. However, the only thing that I would say, and Comm. Irving did bring up a good question, we have to decide how many buses, what area we want to serve. Number two, we're still going to have to have this type of service. We're not going to be able to do all the needs of the district. It's just impossible to do a whole fleet.

Comm. Rivera: I agree. We just want to be part of the discussion as a Board.

Comm. Hodges: Again, we're only looking for one or two buses. At 1% or .5% I think this is a great opportunity to buy. The interest rate is increasing so I think it's an excellent point about the timeliness of that opportunity given where we are with interest rates. If that's a possibility I'm all for that.

Comm. Irving: At best, I think it's important for us to at least know what a timeframe is going to look like for us to begin that process, which is why I think it's good for us to have that conversation in finance. Then we'll be able to come back and fully fund the rest of this with that plan.

Capt. Smith: There's also another portion of this.

Ms. Lisa Vaineri-Marshall: Part of this bid is our on-call services, which is for our special education students who need to go to appointments. That's why I got nervous because we have appointments.

Comm. Irving: I think \$100,000 will hold serve.

Ms. Vaineri-Marshall: Yes, it will.

Capt. Smith: The only question I have to ask, and I really don't know and that's why I'm asking for your expertise on this, is once a contract is awarded, are we allowed to reduce the amount?

Mr. Murray: You can have it where you will not expend more than. The issue that you're going to have with the lower amount now is if you wanted to go higher again it's likely you're going to have to rebid it again. These contracts are particularly examined so you need to be very careful.

Capt. Smith: I'm only throwing this out there and you can decide what you want to do. The only thing I would say is that bus companies, and Lisa can talk about how it works with the transportation department, they allocate 'x' amount of their fleets based upon what you bid. Once you start lowering it they release their fleets. Now you have to go through the whole rebidding process again. I'm not saying that's a problem, but I just want you to have the information to consider.

Comm. Rivera: I agree with Mr. Murray, but it depends on how that bid was put together. I'm sure you didn't have a specified amount of trips in that bid. When you put it out there you didn't specify 100 trips a year. It depends on how the bid was put together. It seems here like you have a pool of vendors that you can use.

Capt. Smith: We had backup vendors.

Comm. Rivera: Backup is not a pool? You cannot pick the second before you pick the first?

Capt. Smith: No.

Comm. Rivera: So the first one is the lowest bidder?

Capt. Smith: Correct.

Mr. Murray: And also here you are taking an action. So however you put together your bid package you're now bringing that to a conclusion with this vote. Therefore, if you want to do something further you're going to get back to rebidding.

Capt. Smith: And that will go through the whole process of advertising and awarding. There are things to consider, but I will be following your recommendation whatever it is.

Dr. Evans: Just one final caution. When we make an obligation where we have to pay monthly, semi-annually, or whatever the term is we'd better have income coming in to pay it.

Comm. Irving: That's a good point. I think it's important for us to do the investigation to figure out for ourselves what a cost benefit analysis looks like. I'm running through the numbers in my head and I don't see it pragmatically in a larger scope that we're talking about. Specifically what Dr. Hodges has mentioned that there might be an opportunity for us to gather a smaller fleet, but I don't know if that needs to come out of this \$400,000 award for these services and programs either. I feel like we're leveraging one against the other, which concerns me a little bit. Again, I want to make sure the kids get transported and there's an opportunity for them to go to their games and get the services they need. So whether it's \$100,000 or \$400,000, I just think there's a whole separate issue that we can deal with that doesn't have to necessarily impact the resolution that's on the floor right now.

Comm. Kerr: The \$100,000 that we have just voted on is just for...

Comm. Irving: The motion is on the floor. We haven't voted on it.

Comm. Kerr: I'm sorry. That would be for a limited three months. I think that should cover.

Comm. Hodges: A quarter.

Ms. Daisy Ayala: I just want you to keep in mind that there are two things here. If we go back out the routes are going to come in higher. The state is having a very hard time, according to the county, getting bus drivers. So we may not be able to fulfill that this late in the game. The later we get out there the more challenging it's going to become to get the bus. I just want to put it out there.

Comm. Irving: I understand everybody is trying to make a statement. I get it. I will vote yes no matter what because I just think they are services that are important. I think there are two separate paths that we need to go on. There's a path of exploring an internal fleet management process, but I just don't think that needs to be leveraged against this resolution. Capt. Smith, I think we need to have a conversation in finance about what that will look like and then the scenarios that just got discussed, such as priority. Is there a process for us to identify who gets access? If buses aren't available, then what do the schools do? It goes beyond just one meeting. There has to be a process and potential policies created to help inform the school. Rosa Parks is one of my best examples. I know the planetarium is important to you, but I know for years we've always transported kids from around the city to Rosa Parks. At this stage in the game a school has to have the money in their budget in order to transport kids from their school to Rosa Parks. I think it would be awesome if we didn't have to have schools have to use the money in the budget to do that. I think that would be amazing. What happens is there are four schools and only three buses? Again, we're smart people and we can figure that out. But I think it's a much longer conversation than just

saying let's do a cost benefit analysis and see what we have. I think there's a cost associated with it and there's also a process that has to be created that both coincide with that level of cost. I just want to throw those nuggets out there as we're discussing this.

Comm. Kerr: I truly understand all the arguments that have been made. They are good arguments. We are at this point and one of our objections is that we went ahead and did all of this construction without the Board integrally involved in that process. We are right where we are. What I recognize from our conversation is that if we should pull the plug right now it might cause some unintended damage to us. I recognize that. So my approach here is that we may have to go along with this with the consideration of looking at the full scope of it within the next three months. We look at the fleet purchase, the cost benefit analysis that needs to be, look at the whole shebang and make a determination. This year I would say we may just have to eat this here and move on. I get the feeling that it's going to cause some unintended consequences to this district if we proceed.

Comm. Castillo: I think the most frustrating part is that we got it so late. I think we put such an emphasis on Lisa to have these done early in transportation. That we get it the week of the first game to vote on and we didn't have much time to talk about it or vet it out, that's the only thing that bothers me. Just because of how many kids this would affect, how do we go back to vote on it?

Comm. Irving: We're already in the process of it.

Comm. Castillo: But not with the limitation.

Comm. Irving: You can vote this down and then we can put the resolution that was originally on the agenda back on the floor. Then we can put that through if this doesn't go through. The option is to either pass the current resolution, which is indicating to award the contract to STS for \$100,000. If that goes through, then that's what the Board decides. If that fails, since we have already voted to recall our action before, someone can then put the original Board action on with a not-to-exceed amount of \$400,000.

Comm. Rivera: We just spent more than half an hour speaking about this subject. You already have the start of a cost benefit analysis. Can we put a timeframe on this to see? It's not for this year, but at least it's a possibility that if it's favorable to the district and inclusive to all the things that Dr. Hodges brought up, such as increasing services for our kids, that we have it ready for next year that way we don't rush through things like we normally do.

Comm. Irving: That's why I want to begin the conversation in finance. I think it makes sense to see what Capt. Smith produced, to have the finance committee advise that, to bring that process midyear back to the Board, and inform that. The point Dr. Evans is making is that at some point it has to be reflected in the budget one way or another.

Comm. Rivera: When can we begin the discussion on this matter?

Comm. Irving: At the finance meeting.

Comm. Rivera: Next one, or a month from now?

Comm. Irving: You're the chair.

Capt. Smith: When is the next finance committee meeting?

Comm. Rivera: I would have to talk to Daisy to see what the schedule is.

Capt. Smith: Do you know what it is?

Comm. Rivera: At least to start.

Capt. Smith: I'm available so I'll try to be there. The only thing I would say is last year this assignment fell under the department of transportation before Lisa was here when we ran into all these problems. Because of my prior experience in fleet management, I came in to rectify the situation that was a total disaster. We have put it on solid footing now and we have a really competitive low price per hour. I agree with you 100%, Comm. Rivera, that we have to do this cost benefit analysis. But if you can let me know what factors you want to consider, as Dr. Hodges said, with transported kids to the planetarium or whatever it is, that will help me. I can bring some information to the committee. So whatever you can relate to me I would appreciate.

Comm. Rivera: Dr. Hodges probably already had a lot of conversations with Dr. Evans regarding what you feel our kids should be receiving in services. We're all going to work on it.

Comm. Mimms: That was going to be my point. We bring it to finance and identify from a Board perspective the indicators we're looking for. How much does it cost? How many buses? How many games? How many students? How many field trips? If we have that information then we can determine cost and this number will be more feasible. That was going to be my recommendation.

Comm. Hodges: If the Board is interested in moving forward then I have no problems withdrawing the motion. The concern I have is this is what happens when we don't go to committee. This is supposed to be a committee discussion and by rights the Board should have said no. Everybody needs to understand that. We should have said no.

Comm. Irving: I think the point has been made.

Comm. Hodges: Absolutely. But I don't want any additional costs to interfere with the bus that Dr. Evans so desperately wants to provide for our students. I think that we can save that additional cost and go straight into buying the next buses. He certainly wants to drive that around and make sure those kids board that bus and go to these places like the museums and what we're looking at in our curriculum. If that's what you really want to do, to go back to the original resolution, I will withdraw my motion. But it is with the understanding that those meetings take place and that there's a serious discussion about at least getting one bus to provide those other services.

Comm. Irving: I think it's a worthwhile conversation to have. I meant what I said before. I certainly understand it being vetted in committee. There are two paths here about providing services to kids in athletics and special needs, but also having an internal fleet management conversation. If this moves on there's still one element that has to be dealt with. I think it's important that we have some internal procedures to help at least locally transports kids. Maybe we want to transport kids to the Bronx Zoo. If the cost benefit analysis tells us that it pays for itself in 10 years but we're going to have the buses for 20, then that makes sense.

Capt. Smith: Buses time out in 10 years.

Comm. Irving: Right, but we need to be able to sit down and have that conversation. We also need to be prepared for the fact that it may not make sense. If we get that information we can move forward.

The motion to approve the resolution at an amount not to exceed \$100,000 was withdrawn.

It was moved by Comm. Redmon, seconded by Comm. Rivera that the original motion in an amount not to exceed \$400,000 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Irving who abstained. The motion carried.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 7

WHEREAS, the District is a State-Operated School District which has a need for Medical Services; and

WHEREAS, pursuant to the Public School Contracts Law, N.J.S.A. 18A:18A-1 et seq., medical services constitute "professional services," and N.J.S.A. 18A:18A-5(a)(1) permits the awarding of a contract for professional services without the requirements of public bidding; and

WHEREAS, the State District Superintendent has the authority to award contracts for professional services and to enter into contractual relationships on behalf of the District; and

WHEREAS, awarding this contract is in line with the “Brighter Futures Strategic Plan 2014-2019” Priority 4 “Efficient and Responsive Operations” Goal 3 “Increase Responsibility for Performance; now

THEREFORE, BE IT RESOLVED, that the following firm be appointed as Sports Medical Physician (Physician coverage for home football games) for the District, pursuant to the terms of a Professional Services Agreement, for the period July 1, 2016 through June 30, 2017.

New Jersey Orthopedic Institute
504 Valley Road, Suite 200
Wayne, NJ 07470

Not to exceed \$40,000.00

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Hodges: Instruction and Program met on September 6. We began at 5:45. In attendance were Comm. Kerr, Comm. Mimms, and myself. We discussed the general improvement plan. The transition to local control process is requiring the district to develop a waiver from the regular state requirements which recognizes the district cannot reach the 95% proficiency in English language arts and math for every group. We have to apply for waivers that establish intermediate benchmarks to be reached towards the official 95% goal. There are three areas. One of the most important is the area of student achievement. A chief component of student achievement is curriculum writing, which itself must address the following areas – differentiated instruction, career and college readiness, technology for classroom use. That does not mean technology skills, just the use with bringing technology into the classroom, software and so forth, enrichment and interdisciplinary connections. The committee wanted to know how we can guarantee that teachers are fully trained. This was a large conversation. Reportedly the district is using some combination of the following – use of school-based supervisors to assist in professional development, professional learning committees where teachers come together and assist each other, vertical articulation principles, and data binders. Data binders are physical binders that contain collections of student data, student class work, test data, and lesson plans showing how you are attempting to address each student's needs based on the data that you have. This is a key point because as was mentioned earlier, we've had data in the past, but now we're holding teachers accountable for using the data. We also have software like Performance Matters which provides testing data for each student in the class and strands which show areas of weakness. It is expected that teachers will develop their teaching strategies based on their analysis of student data. The software gives a snapshot of student performance data. This aids in tailoring instruction. Principals also have their own data binders and they work with teachers to appropriately work with these data binders. The committee was concerned about the apparent rigidity of this system. Lesson plans must have a set number of components in them and they must address a variety of areas. The concern was that this takes away the art of teaching and spontaneity on the part of the teacher. My understanding is that there are sections in the process which allow flexibility for teachers to do the kinds of things that they want to add to the lesson. A significant amount of time was spent discussing the following – given the variety of programs we have licenses for and what we employ to augment each teaching instruction, how does the principal determine what he or she needs in terms of programmatic supports in their building? This was part of the discussion we had about the reading programs. Some schools use nine of the programs. Some use only three or four. All those kids should have a complete array of those issues that require some aspect of these teaching programs, but they manage to get around that and we have to determine what they're using to make their analysis of what should go into their buildings. In the past the district was told it was data-rich but analysis-poor. We were not spending the kind of time that we needed to look at the root causes of student difficulties. We just applied the remedies that were accustomed. This was typified by the routine and often maligned CAPA reports that assessed areas of difficulty and would repeatedly offer virtually the same solutions to the same problems every single year. Now we're adjusting our approaches based on the identification of the root causes of the problem. The committee pushed to have the district adopt the posture of developing an ethic of having its internal controls and not relying or depending on the state-directed controls. We need to decide that every course and program should

objectively meet a certain standard. If it doesn't, to be changed, restructured, or removed. The committee wants to see a repository of professional development materials. We need to negotiate this with vendors that support our teaching programs. More importantly, we have a host of programs that assist in providing differentiated institutions. Each of these programs have a particular strength and area of focus based on grade, age, type of reading problem, etc., boosting our ability to provide differentiated instruction. The issue is as time goes on we have fewer and fewer dollars. We have to develop strategies to eliminate these programs and bring that expertise in-house and teach our teachers to make sure that they can provide these types of skills and also have technological support so we can have a place to store this material. That requires money. It requires a priority to be established to say that this is what we're going to do. The committee stressed the concern that we're facing a shortfall. We need a contingency plan that starts now not later. We also need to develop in-house capabilities to provide that instruction. That's basically my report. We submitted a list of additional questions that we're waiting for results on. The meeting adjourned at 7:39. Are there any questions?

Operations

Comm. Irving: I'm passing over the Operations minutes now. Members present were myself, Comm. Mimms, and Comm. Simmons. Staff members were there. We talked about O-14 to O-18, transportation and the renewal for TransFinder. It was clarified to the Board that the TransFinder cost from last year was a startup cost and now we're entering into the yearly agreement. Just like a cell phone plan you normally have to pay your annual premium and this is our annual premium. We will now pay to have a license to TransFinder software. We went through Item O-6. Comm. Mimms asked about the field trips that happened to be there. Capt. Smith answered those questions that were discussed. That should have been Item 6 that we already voted on. It was discussed last night in operations because it fell under transportation. The next thing we discussed was O-1, the phasing out of IFL. I had asked to prepare for this evening for the Board's review a chronological assessment for where we are with IFL and where we're going with them. Comm. Mimms, do you remember last night you talked about the IFL phasing out process? I want to thank Ms. Peron for quickly getting this to us. You probably had it handy, but just not having it last night. Where are we relative to the phasing out process of IFL? As you all can see, we started out with IFL with \$1.6 million and then they were onsite 261 days with 18 curricular units. We then moved the next year to \$76,000. They were there half and now we've cut that in half. Now we're down to \$301,000 with them on site 41 days and 6 curricular units. On the back you'll see the amount of onsite days, materials, and the amount on the budget. It has decreased over the years. I know Dr. Evans had discussed the phasing out process of IFL. What was discussed last night in the operations meeting was what will happen when they finally leave? Who will be the gatekeepers of that information to ensure that the pedagogy that we've invested in over this period of time, almost \$2 million, continues to be sustained? Ms. Diodonet gave a good assessment of that, but I don't think we got a full understanding for what that plan is or if one exists. I think that might be helpful to know for the IFL contract. I also want to ensure that we were told that the \$301,000 was to be done in P-3, the younger grades. IFL had moved from the middle school and high school grades and now we're backtracking to ensuring that the P-3 grade level has the opportunity.

Comm. Hodges: I just need to know that this is going to be captured. We paid them all this money and I don't want the expertise to go away.

Comm. Irving: That's the question that we had last night. I'm encouraged to see the reduction happening every year. They can't be here forever. The question still begs, what's our succession plan? When they leave who steps in from the district? Who becomes the content area specialist in the IFL walkthroughs and that process? In addition to that, we discussed the high school component relative to teacher practice. We also discussed the sunset exit strategy for IFL. Ms. Diodonet said Ms. Peron will define that process. We have Ms. Peron here this evening. We did discuss the professors-in-residence. There are several professors-in-residence that are listed here. It was told to the committee that each school has the opportunity to use their professional development dollars how they see fit. Many of the schools have opted to use the professor-in-residence option and William Paterson as such. I think that's it. Ms. Peron, it would be helpful if you could clarify for us our exit strategy for IFL and if there are any other questions for operations. I thought we had a pretty constructive meeting and we got a lot done in the time frame we were there.

Ms. Peron: There is a strategy and a plan. That plan began in 2014-15. We began to move the professional development away from the specialists that would come in from IFL and directly professionally develop our teachers. We moved that to them professionally developing our school-based supervisors. We created train the trainer sessions in all of our ELA school supervisors, the one supervisor that we have in central office and the director. We began in ELA and we continued that through math and science. We also developed a guiding coalition and it is a team of district administrators with myself included, the associate chief, the directors, and principals. We conduct learning walks in schools. We have gone from partnering with principals in specific schools to doing it districtwide. We did it with the fellows. That's how we learned the process and then we took it upon ourselves. We actually have a schedule that's coming out so the building principals know that the guiding coalition will continue their learning walks through the classrooms. A learning walk is an entire process. It's not just walking into a classroom and evaluating the instruction. It actually looks at instruction. We come up with noticing and wondering. We share those with the building administrator and then we further along share it with the teachers. We also look at student work. We look at samples of student work across the district in the same grade level and content area and we discuss the strands, strengths, and weaknesses. That work does continue. Last year we had approximately 25 walks. This year we plan to do the same. Then we also took upon the work of learning how to develop units. As you can see, we began purchasing curricular materials and units through the IFL. We now have trained in-district staff that can develop our own curriculum units so that we don't need to rely anymore on them. We did boot camp units in writing. We did them in science and ELA. That writing can continue. We don't have to contract with them. We can do it in-house and we can follow the format. We can continue the tenets of the nine principles of learning and sustain what we've learned in-house. Those are the three main areas. I'm not sure if I forgot any. I do have a plan. I can share that with you.

Comm. Irving: This certainly came under us because it fell under professional development. I think it would be important to share that between operations and the folks in instruction and program. This is so critical to both of our wheelhouses.

Ms. Peron: Okay. I can send that when I send the additional answers to the questions.

Comm. Irving: Great.

Comm. Hodges: It is my hope, and I'm going to keep pushing for this, that this be placed on tape or some sort of...

Ms. Peron: I forgot to mention that, Dr. Hodges. Thank you. We definitely have professional development on video. We have been working with IFL to videotape. We have many videotape lessons. We actually were recognized nationally at a conference because of the taping of the professional development and the kinds of activities we have. What we plan to do is develop a resource. We were talking about that through our team meeting today. On the website I want to have a place where teachers have a resource that if they want to revisit a workshop on a particular unit they hit the tab, they have the PowerPoint, and they have the actual video.

Comm. Hodges: I'm a happy man now. That needs to be standard in terms of operating, particularly when we're paying these vendors. If they're not going to do it, then we should at least be able to capture what we've learned in some summary fashion so that we can introduce it for other people since we turn over staff here.

Ms. Peron: That was actually a reduction that we did. We drastically reduced the use of PD360 over the years. Now they're not in the district and we plan on continuing that service to teachers.

Comm. Hodges: Thank you.

Comm. Kerr: I'm happy the matter of the professor-in-residence was mentioned in your meeting. The problem I have with this is that although you want each principal to have autonomy over the building at this time when we have so much going on fiscally we just cannot afford to just tell a principal you can just do whatever you want with professional development. I've been talking about this for a long time. We have to have some organized way of presenting professional development in this district. The demographic of this district from school to school is almost identical to each other. The needs of School 4, if you go to School 5 it's almost the same. You'll find the same scenario. There are a few exceptions, but by and large it's the same. So we should be able to develop some kind of system where if we use a program in School 4 we should be able to find a way where we can get that same program in School 5 without additional costs. In every one of these schools you have a professor-in-residence coming. They're doing the same thing and we're not turnkeying any of it. We're paying for every single time they come here. This is something that, although it's nice, it's not something that we can afford at this time. I believe we need to look at this and we need to present a real fix to this problem. We need to be able to get it done at less of a cost than what it's costing us right now. It seems like we talk a lot and then after we pack up and leave the administration does their thing. That has to change. This is unacceptable. Seven action items are all professors-in-residence for different schools.

Comm. Irving: It's about 10.

Comm. Kerr: That makes no sense.

Comm. Irving: Are there any other questions for operations?

Fiscal Management

Comm. Rivera: Fiscal and Facilities met on September 1. Interestingly enough, we had a conversation regarding transportation and given the situation that we had last year and the savings we anticipated this year not coming to fruition we asked that we have a cost benefit analysis of the whole operation. Other districts do it. I hate that we always have the mentality we can't bring it in-house. Let's look at it. We're spending over \$20 million for transportation. It doesn't hurt to just look at it. Again, you probably can

incorporate other areas, not just transportation. It affects other areas also. Let's just do a cost benefit analysis of the whole thing. We also discussed something we've been asking for, custodial. Just because for many years we continue to do it a certain way doesn't mean that we don't need to look at it in case it would be more beneficial for the district to bring it in. Also, Daisy brought up a pilot program that she's currently researching. She said that the Breakfast After the Bell program continues to be a success and that the district is currently researching implementing a dinner program in April 2017. We also brought up the concerns of the community regarding the funding for security. We had a brief discussion about that matter. Going to facilities, Mr. Morlino gave his presentation. Hopefully all of you have a copy of the presentation. He basically submitted a facility overview. I know Dr. Hodges raised the question if we were ready and where we stand with the facilities. What was presented was pretty encouraging. I would say about 99% of the facilities were at 99%. I didn't see anything below that. Correct me if I'm wrong, Mr. President.

Comm. Irving: You're right.

Comm. Rivera: You also raised a question last time regarding work orders. The reason work orders have gone up is because Steve is being proactive instead of reactive. He's not just addressing the issues that need to be addressed. He's taking preventative measures to make sure things don't occur in the near future. He's replacing pipes and doing different things. That's part of the reason why work orders are up. He's doing more with less. That concludes my report. We also reviewed the payment of bills.

Comm. Hodges: Part of the reason for the concern with work orders is, again, our reduction of staff. It is helpful to catalog what we're losing for our own general understanding. Others may use it for other things, but for our own general understanding it's important to know what our children are not getting. If we're seeing an increase in work orders, I do appreciate that he's going to be diverting some people away to do preventative maintenance and so forth. It also speaks to the fact that if there are lights out we can't get to those lights and we need to be able to address that at some point that may require additional staff members. We need to show proof of that issue so that we can then put pressure on the people that think that we have more than enough money, which are the Governor and his staff. That's why I pushed for the work order concerns. There's a statement here. You said the committee discussed the Board approval processing of tuition and transportation contracts. The goal is to have the contracts reviewed by the Board before execution. However, this may not be realistic and in some cases due to time constraints it will be presented after the execution of the contract.

Comm. Rivera: Just to clarify things, we have someone taking the minutes. That's not a statement and I'm not in agreement with the last sentence. The first two sentences, yes. We did request that every contract come through finance for discussion. Whatever happened today hopefully doesn't happen in the future. I don't know why that last line is there. Maybe it was a comment passed by the administration, but I'm not in agreement with that last one saying that in some cases due to time constraints it will be presented after execution. I don't agree with that at all.

Ms. Ayala: I just want to refresh your memory. I know it's late. There are some out-of-district tuitions for special education students that cannot wait to be vetted by the district because the student can lose his placement. That was basically the conversation that we had.

Comm. Irving: I remember. We said that in those situations the district will act as swiftly as possible, but inform the Board as soon as...

Ms. Ayala: Exactly.

Comm. Irving: But it's a case-by-case situation.

Comm. Hodges: The Superintendent has the ability to do that in July. Up to a certain amount he can go ahead and move forward and address those issues in July.

Ms. Ayala: That is true. In most cases, yes, but if we have a parent that comes in to register the child today for placement it means that it won't get to the October meeting. We don't want that student to be out of school until October. Those are the cases we were talking about.

Comm. Hodges: Mr. Chair, I would suggest that you write your own minutes because what happens is this is a public record and if somebody reads this it looks as if we're saying that we're going to accept the notion that...

Comm. Rivera: That's funny. I was about to pass the same comment. Once you present it here it's public and it can't back down. We did have that discussion and you specified. But the way it was written is that it could happen with anything. It said some items. If you would have specified the circumstances when this would happen, then it would be more acceptable. Right here it leaves it open for anything.

Comm. Hodges: Mr. Chair, I just want to point out that your name is on this, not hers. So you have to be careful about that information.

Comm. Irving: Just procedurally you should review it before it goes out.

Comm. Hodges: I don't use the notes. I tend to write them over and change them so that they say what you want to say. Again, this is a public record and this will say not what you want it to say. It will be coming from you.

Comm. Rivera: Not from me. It's from the committee. There are three members so I recommend that we all read it because we all discussed all these topics. It's not just me.

Comm. Irving: The point is well taken. Let's move on.

Comm. Hodges: That's really all I have to say there.

Comm. Rivera: Are you sure you don't want to continue just to get one more upset?

Comm. Hodges: I'm not trying to get anybody upset. I'm trying to get things correct. We're so close to where we need to be and this is an issue. That's all I'm going to say.

Comm. Mimms: I would love to see the dinner program, what that looks like, and what time that will be for our students. Can we get some details?

Comm. Irving: Just for my own personal edification, me too. I think it has great potential in a city like ours and the need it could possibly serve. In addition to bringing revenue to the district I think it could absolutely just help families. I think the other piece we were trying to figure out is what the additional cost will be if families and parents

wanted to be served meals. Right now as long as the kid is in the district and enrolled and get free and reduced lunch they're eligible to receive meals. What if mom didn't cook that night and wants food? What will that cost be? We're working at trying to get all those particulars so we can present that to the Board, but I think it has great promise.

Comm. Mimms: I know we have the grant currently where all our students are getting free lunch across the district.

Comm. Irving: Breakfast and lunch.

Comm. Mimms: Breakfast After the Bell and lunch. That's why I would love to see the dinner program. It looks like we have a lot of children...

Ms. Ayala: The dinner that we talked about I went to San Antonio with food service and it's not that simple. There's a lot of restriction. The reimbursement is like \$3.07 for dinner plus they're allowed to get a second serving. We have to monitor that closely. The other thing we have to take into consideration is that it impacts facilities. This is the planning phase this year. In April we talked about doing a pilot in one or two places. The other thing that we want to think about is it has to be in clusters. We can't have it in every school because of the budget constraints. I don't have the number of facilities staffed to do that. This is the year that we're going to be planning for it.

Comm. Irving: I think one of the ideas we talked about is could we identify a central school in every ward that might be able to house a program like this and families would be able to centrally come to. That would at best give us six facilities. Piloting with one or two schools I think is still worth it to try. I absolutely think it can help so many families.

Comm. Mimms: But then we would definitely have to look at security.

Ms. Ayala: There are a lot of components and we have to get a team because it's not just food services. We have to get a team together. I just learned about it recently. There has to be an enrichment program. If we're near a charter school the doors are open to them as well. We're looking at all the logistics and putting a pilot in place. We spoke to Dr. Evans and he was good with it. We're running with it and this is the planning phase this year.

Comm. Kerr: I know this might be outside the realm of what we're discussing right now, but I know we're no longer collecting free and reduced lunch applications, but the data is important to the district. What are we doing in terms of collecting that data?

Ms. Ayala: We get reimbursed by the number of meals that we serve. If we don't collect the data, and food services does that, the number of food that we serve is reported on a monthly basis to the USDA and that's how we get reimbursed.

Comm. Kerr: I'm not talking about the reimbursement.

Ms. Ayala: The census. We decided to go CEP, which is Community Eligibility. That means 100% of our children will be receiving breakfast and lunch. There's no application. That's it. We will get reimbursed by the number of meals that we serve. However, there's a NJDOE survey that has to be collected in order to distinguish low income.

Comm. Kerr: Exactly. What are we doing to get that information?

Ms. Ayala: We disseminated that to the principal. They have it and they're disseminating it to the students. They started this Tuesday or Wednesday. We have a plan of action to monitor that and to make sure. As you know, they're looking at that for funding. We want to be able to collect 100% of the information. The way it was presented to the principal is if you collect 70%, you will only get 70% of the funding that you're entitled to.

Comm. Kerr: Can you let me have the document and whatever process that is involved?

Comm. Rivera: If you don't have any other questions then that concludes my report.

Personnel

Comm. Redmon: Personnel met yesterday at 5:30. We discussed the current vacancies. Right now we have a total of 43 throughout the whole district mainly pertaining to special education, science, and math. I have a new updated list with new hires of 45 throughout the district being pending. We have 45 people that are coming to the district pending as new hires. Are there any other questions?

Comm. Mimms: In the last report we had 40 and now there are 43. Were there resignations or leaves? Do we have an outline of what that looks like compared to the last list that we had?

Comm. Redmon: We have a list.

Comm. Irving: Did the Board get a copy of that?

Comm. Redmon: I'm not sure if the Board got a copy.

Comm. Irving: The Board needs to get a copy of that.

Comm. Redmon: We do have a list and it gives you the school locations and where the vacancies are.

Comm. Mimms: I just want to see what we're missing, especially when it comes to core competency. I want to ensure that we have what's needed to ensure instructional time is given to our kids.

Comm. Hodges: At the last meeting we requested a date for a plan and we didn't want to put pressure on the staff at that point. We wanted them to take some time so they could come back and give us a realistic date for when we could see the plan to avoid having the kind of delays in personnel that we've experienced over several years. This did not just happen this year. This has been an ongoing problem and we were told we were going to receive it today. What is the date that we can expect that plan to be completed for us?

Dr. Evans: I was hoping to give you a firm date, but I'm hearing now we have more resignations. Adriane is the person who would generate that report.

Comm. Hodges: I'm not asking for a report. I'm asking for a plan to change the operations so that we don't have this kind of delay where people come and their applications sit there for three months and nobody calls them or anything else. I'm not

looking for the closing of the gap in terms of people we hired. I need a plan that says we're no longer going to let the applications sit. Someone will call an applicant and say, "You're at this stage. We do want you to remain interested in our district," like other people do. We'll put together a schedule and have a subset where SPED, science, and math teachers get on a fast track because those are the people we can't acquire.

Dr. Evans: You were very clear when you explained what you were looking for. By this time I expected to have a conversation with Adriane. Each of us and her team has probably been the busiest making sure that those new hires were getting into schools. I've not bothered her with that. I think we're reaching the point where we can have that conversation again. That's why I don't have a date for you. She and I have simply not sat down to identify the timeline.

Comm. Hodges: I certainly will be asking you again in two weeks for the next meeting. I will be looking for it then. Do we have an idea of how many science teachers?

Comm. Redmon: As of yesterday I think we had two.

Comm. Hodges: Two what?

Comm. Redmon: Resignations.

Comm. Hodges: How many vacancies?

Comm. Redmon: There were a total of 43.

Comm. Hodges: Per category?

Ms. Adriane Esquilin: By job category? There are 19 special education vacancies, 8 science vacancies, and 4 math vacancies.

Dr. Evans: I want to clarify all those special education vacancies are aides not teachers.

Comm. Hodges: Irrespective, that's a serious issue for us. I'm not even going to go through it again. I just hope that you'll do something to address this.

Comm. Kerr: I went to a school today because a parent called me. The special education child was not being instructed. I think we have some ways to go with this special education piece of it. I'm concerned that somebody ultimately will decide to go down the path of a suit against this district. It happened just today.

Comm. Hodges: What frustrates me is that the teacher is from Paterson whose application sat there for three months. She was a special education teacher and she is now working in South Jersey someplace. She wanted to work here. We have 19 vacancies. I think the point has been made.

Comm. Redmon: Mr. Kerr, what school was that?

Comm. Kerr: I don't want to go on record with the school. I can tell you.

Comm. Redmon: That concludes my report.

Governance

Comm. Irving: Governance has not met and there are no action items, but we will have a governance meeting scheduled for next week.

Subcommittee Reports

Technology

Comm. Hodges: Technology met September 1. You should have a technology report. Basically, the agenda covered school moves. There were schools that are closing – Boris Kroll, Don Bosco, and St. Mary's. All their technical equipment, access points, computers, and phones have been transferred to other schools, including School 21, School 27, Dale Avenue, and Norman S. Weir. Administrative equipment, especially Don Bosco's, has been transferred to Paterson Catholic. In Paterson Catholic there's a ratio of four students per computer. The students have Chrome Books and the teachers have laptops. At Dr. Hani Awadallah there's a one to one student computer ratio, which is the districtwide goal. The laptops are soiled state, which are state-of-the-art. They don't have the hard drives, which would be a nice piece of equipment. We need to upgrade these so we can see what that really means for our students. I'm very concerned. There had not been a CO at the time completed, but I guess they are there now. There are some problems with the telephones, such as caller ID issues. Our staff needs training and requests so far haven't been addressed by the SDA. This is another reason why it's so terribly important for us to have facility reports that are detailed because then some of us can weigh in and have no trouble calling Mr. McKenna all hours of the night. He's sort of used to that. We can convince him to do what the law says he's supposed to do, which they tend to forget about. This is a long-standing problem. It's not new with them. There are a number of issues that still need to be resolved at the school. In the past, the Board has weighed in. Additionally, the SDA has kept the district out of the buildings until late in the process, which makes it harder for us to detail what those issues and problems are. We needed to really push back against that. School 16 doesn't have as many problems technologically. The telephone is in better shape. There's a problem with their zoned access for staff. That hasn't been programmed yet. The training for the programming may be prohibitive, especially with the shortage of security personnel. We may have to change to a less flexible all-access approach. Paterson Catholic will have a one-to-three computer ratio for students, laptops for faculty, and Chrome Books for students. Four computers per class are in each classroom and there will be six laptop carts. The district has to install new fiber optics for internet access, but the late building release has caused delay in getting installation permits, which is six-month to one-year process. We would use Optimum Lightpath as a temporary fix until the process can be finished. Currently Paterson Catholic uses PBX telephone system and there will be a connection to our system through a unique interface. We will need training to facilitate that and repairs, rather than call the service, which is at an additional cost. The SDA does not want to provide that training or the correct system with our fiber optics. That's a problem and we should push back on that vigorously. The copiers that have to be delivered to schools are now completed. We're still awaiting completion of shipments to district office. However, there are still some minor legal issues with our contract language that remains or be worked out. Fiber optics wider area network installation status – we have completed 37 to 40 of the 53 sites. The district is preparing an action to pay for the installation costs for this process. It's a three-year digital learning technology plan upgrade. There are three main elements to the plan – student engagement and learning using 21st Century skills. This focuses on the skills students learn and develop in 21st learning technology, which includes computer sciences, programming, and system development. They are not the same things. Computer science focuses on mastery of machine languages,

theory, lots of math, and other software. System development primarily focuses on technical services skills such as computer technicians. They write code, but need communication and people skills and expertise in finding ways around problems assembling computer components. Programmers are the code writers. They rely on a good foundation of math, but really must excel in finding the best solutions to problems. They may need to be intimate with a variety of machine languages. What this means is if you're trying to implement this kind of program there are three different areas that you need to look at and it must be some upstream preparation work done in the younger grades so that the students are capable of being able to advance and handle this material down the line. This means more and enhanced math, better grade proficiency of math, and engineering techniques when it comes to problem solving. You must begin to prepare students at the earlier ages for different approaches to solving problems in order to make these things reasonable and accessible to our students. The time to do that is yesterday. The current plan is not very strong in addressing this issue. We need our students to leave schools able to compete on both these areas and there is an inadequate treatment in the current plan. If we don't establish this as a priority that we plan to address we will not be able to compete for vanishing dollars until that priority has been established. I don't know how else to make that clearer. We're going to have to look past what's in front of us in terms of funding and recognize that if we really plan to be the leader in urban education, which to me is way inadequate, urban centers are doing this stuff already and we're way behind that. We have to look at what we need to do to seriously upgrade our educational curricula in these areas, such as engineering and computer sciences. A number of systemic changes need to occur such as stronger math instruction and performance, hiring of staff with expertise in these areas, developing distance learning capabilities here and reaching outside the system, developing upstream curricular infrastructure at the elementary level that will support preparation of students at the high school level, and student staff tech centers. Our students have the ability to do these things but we had Sysco in the past and we're not doing that to the degree that we possibly could. Implementing teaching, learning, and practices needed in the 21st Century learning environments speaks to the incorporation of technology into instruction practices, associated professional development, developing and sustaining an optimal technological working environment to enrich 21st Century learning. This essentially refers to the technological infrastructure within the district. We have major deficiencies in this system. Our infrastructure is inadequate, technological inferior, and poorly staffed. We can't do x-rays. We can't keep our emails operational. We can't keep our phones online. We have delays constantly partly because of staffing and also because of where we are in terms of our infrastructure. We need to do some things to address that. Other places have their students playing a role in this operation and we're not able to do that. They also come back and then become people who run the system later on as alumni. Those are the things that we're not preparing our students to do. While the district technology plan is no longer required by the state, elements of it are required to secure funding for instruction and programming grants. Consequently, the committee is putting this back on the agenda for a vote in the workshop. There are some other items which I'm going to let you read on your own. The meeting ended at 8:20. That concludes my report.

Comm. Irving: Any questions for Dr. Hodges?

Parent/Community

Comm. Mimms: Parent/Community engagement will be meeting next week.

School Naming

Comm. Irving: First and foremost, Dr. Hodges submitted a memo to Dr. Evans. In the memo you laid out some suggestions relative to the process that I fully support. The policy for school naming certainly gives levity in several different ways we can operate. Given my conversation with some of you and correspondence, if it's cool with the group Ms. Jones sent the names today of the facilities. I got it an hour and a half before I got to this place. We have names but it would be helpful if folks had schools that they would like to name it would just make being able to vet that a lot easier. Then I would like us to have that discussion and hold a community forum to hear their recommendations. Then we can bring it back to the full Board for recommendations on some the suggestions that happen to be there. What are missing from the names are just the schools that folks are interested in, whether it's Paterson Catholic or Don Bosco. Take a quick glance at it just to clarify what folks are recommending and I think it would really be helpful to do so. I'd like the Board members who submitted recommendations of names to do exactly that, add to the schools. We'll hold a community meeting to hear folks' opinions on the recommendations that happen to be there, come back to the Board, make a decision, and vote on it.

Comm. Hodges: The policy says there's supposed to be a review of résumés and this kind of thing. You go out and first alert the community that you plan to have these name changes. Be mindful that that becomes sometimes very difficult to handle. I'm just letting you know.

Comm. Irving: No matter what direction you choose there are always going to be people who I believe will always feel the school should have been somebody else.

Comm. Hodges: Or not somebody else.

Comm. Irving: That's correct.

Comm. Hodges: In addition to that, there's a hierarchy of preference that's established.

Comm. Irving: It talks about preferably someone being deceased and having contributions locally. There's a series of criteria, which is why I think it makes sense to get the names of the schools that folks want to recommend. With that said, I think it's important for us to bring it back to the committee and have them discuss the recommendations. I believe in the committee structure, but we have to have that conversation with the community and then for us to decide. There is a recommendation there that even when we were in committee last time, even with four of us in the room, I didn't even think about. I looked at that list and there are some really good people. It reminds me of how great this town is and how many good people have served in so many different capacities. It also reminds me how difficult it is to go through the list and say you deserve a school relative to somebody else. It's one of those things where I'm excited to do so. I want to make sure we follow that process, that the community feels heard, that the Board has an opportunity to discuss that, and pro or con that we make a decision moving forward.

Comm. Mimms: Also, Don Bosco is actually someone's name. So it would be good to know when that name was adopted for that school. Don Bosco is an individual's name, so I'm quite sure someone chose that name. We don't want to do a disservice to how that got named.

Comm. Irving: That's a diocese name. We're a public school. The way the diocese has treated us I have very little credence for thinking about them. But I agree it would be good to know the history of where the name comes from.

Comm. Hodges: I don't know which is first. You should be approaching the community.

Comm. Irving: The way we did it before is that the announcement was for the community meeting. We publicized the community meeting to be held on such a date. That's what happened when I was Board President. I think you're able to kill two birds with one stone by announcing it and being able to indicate when the community forum is. It at least educates people on what we're doing and when we're holding the forum. I think having the list and having the recommendations publicized for the community to have a discussion is worthwhile.

Comm. Hodges: You have to make it clear that they have the right to submit names.

Comm. Irving: Yes, of course. You can solicit names at that forum as well, which community members should be encouraged to do so.

Comm. Rivera: I just want to understand this better. The purpose of the committee is to come up with some names. Then it gets advertised to the public to see if anyone has any objections or other recommendations.

Comm. Irving: Or feedback.

Comm. Rivera: So that's going to be the process, but it's not going to start with the community first. It's going to start with the committee structure, correct?

Comm. Irving: The committee has already met. I will defer to the policy and the needs of some Board members to see the whole process in its entirety. That process will include a community forum, getting those names and recommendations, and then the committee coming back to the Board with the recommendations based on that.

Comm. Rivera: I understand. I just want to be clear. Going forward this process already started with the two new schools. I'm talking about in the future. Would the committee meet first? I just want to clarify that.

Comm. Irving: I think the committee has convened to at least express an interest in wanting to rename x, y, and z schools to be in that process. That's correct.

Comm. Rivera: And at the same time maybe submit some names to see the response from the public. Then the public could suggest other names at that time, correct?

Comm. Irving: The committee can make recommendations. It can just say we want to start the process and solicit names from the community and from the full Board. I think that's just a matter of semantics, depending on the process. The process we took this time the committee came up with recommendations for the two schools which we want to rename. The Board wanted to have a much larger conversation and context and so we're beginning that process in doing so.

Comm. Rivera: I just hope that in the future it starts with the committee. When you're talking about community, it depends when you have the meetings.

Comm. Mimms: It started with the committee, but the issue was according to the school naming policy there were some things that were missed from the committee perspective. That's why we chose to vet it again. From a committee perspective even with the recommendations there were supposed to be resumes attached. Plus there are criteria or elements as outlined in the policy that talks about their contribution to education, society, to Paterson, historical contribution, and national contribution, multicultural and ethical character. All of this is in the policy 7250. When it was presented this was not done. There were no résumés that were given with these names. There was nothing to be reviewed to say this is why. I just looked at it from a different perspective even in addition to policy 7250. I looked at it from the perspective of being an alumnus of Paterson Catholic. I have nothing against Reverend Rowe. I know him very well. But his name assigned to that one and Maria Magda was for School 16 without us following the policy. Even when we do whatever in our committees, we still have to follow the proper procedures and policies that are in place and then come to the Board and vet it. I just want to cover us as a Board.

Comm. Irving: Let me be very clear. The policy lays a process, but it lays a process that is absolutely based on interpretation and the thoughts and feelings of the community and this Board. That policy is a very vague policy. When we've named schools before, we've named schools with a mix of all those considerations in mind. One of the points the policy alludes to also is that the person should be deceased. It doesn't mean they have to be, but it's one of the things we want to consider. To Comm. Mimms' point, I think it does make sense given the recommendations that the committee had to enter into the full process, have a community meeting, take the names from the Board and the community, let that go back to committee, and then bring forth recommendations and résumés at an appropriate time. I don't think it hurts for us to go through that process at all.

Comm. Hodges: No. It's a cumbersome and long process for a reason.

Comm. Irving: I can always say in hindsight it's good to be thorough and to ensure that folks feel heard.

Comm. Hodges: Just go back and look at the case with School 27.

Comm. Irving: Is there anything else?

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

The meeting was adjourned at 11:21 p.m.