

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

May 4, 2016 - 6:36 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Oshin Castillo
Comm. Chrystal Cleaves, Vice President
Comm. Jonathan Hodges

Comm. Nakima Redmon
Comm. Kenneth Simmons

Absent:

Comm. Errol Kerr
Comm. Lilisa Mimms
Comm. Flavio Rivera

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

Comm. Cleaves 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
May 4, 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

**Report of Violence, Vandalism, and Harassment,
Intimidation, or Bullying (HIB) Data**

Ms. Kathy Lepore: Good evening Board Commissioners and Dr. Evans. My name is Kathy Lepore. I supervise the Student Assistance Programs for the district. Everyone has a copy of the PowerPoint in front of them. I'll just briefly go over a few things on each slide, not to keep you too long tonight. The Student Assistance Programs in the Paterson School District provide school-based best practices. We have 11 certified SACs, formerly 24, servicing 33 schools. They provide prevention education, early intervention and support services, which address mental health crises and substance use within the schools. On the substance abuse process, for those not familiar with it, the behavioral checklist is completed by a staff member in the building and then submitted to the building administrator. When the student is identified to be under the influence, in possession, distribution, or refusal the nurse checks vitals, the parent is notified, a medical evaluation and drug screening is conducted. If the student is negative the process stops here. If a student is found to be positive, under the influence, possession, distribution, and refusal the student must have an assessment evaluation with a parent present. The student returns to the school to receive counseling by a SAC or is referred to an after-school program or an in-patient treatment program. Then the SAC follows up with the treatment outcome. Some school-sponsored activities – I highlighted some in red for you and I will not read them all – are domestic violence. The SACs coordinate these activities in the schools. Drug awareness, that's by Sergeant Dalton Price in the City of Paterson Police Department. Gang prevention with the community policing, mental health issues with the Mental Health Players from the State of New Jersey. Some infusion of classroom lessons into the academic curriculum. SACs will conduct classroom lessons on heroin and prescription drugs, mental health, suicide and depression, tobacco smoking, hookah pens, e-cigarettes, and vape pens. Collaborative partners with the school district are Montclair State University, Paterson Coalition against Substance Abuse, known as PCASA, Passaic County Department of Human Services Division of Addiction Services with the Paterson Municipal Alliance, and the Passaic County Traumatic Loss Coalition. I just highlighted some of the ones that are listed there. Some related interventions to reduce violence and vandalism and substance abuse are classroom lessons and dissemination of age-appropriate information materials in English and Spanish. We work with DCP, formerly DYFS, and the Immedicenter in Totowa and Clifton. We do the medical evaluations, drug screening, assessments, and treatment referrals. The SACs do individual group counseling by SACs. We refer to Performed Care for in-home therapy. We also utilize St. Joseph's Hospital for crisis intervention services. Some parent outreach activities – SACs coordinate the 15-minute child break with the Partnership for a Drug-Free New Jersey to come into schools. They also work in conjunction with school parent liaisons and they also conduct conferences and meetings constantly with parents throughout the school year. The next pages are drug and alcohol cases. We work with the Immedicenter. We have a contract with them in Totowa and Clifton. Students have been found positive for marijuana, alcohol, prescription drugs, vape pens, codeine, which is a 7-Up and Jolly Rancher mixture known as Lean and Sizzurp. If students can be found positive in these incidents under the influence of use, possession, refusal, sale distribution, and substance type the state engages in the violence and vandalism form. Some findings and updates – we have more positives than negatives. We have students in possession of alcohol, marijuana, heroin, unauthorized over-the-counter drugs, and drug paraphernalia. We do have three students who were poly-substance abusers. That means they were dual use. We had more males, 76, as opposed to females, which were 10 reported cases. In 2015-2016 we still conduct among the drug screens K-2 Spice. The Paterson Public Schools are number one in the state with the number of reported positives during the 2014-2015 school year published by NJDOE in October 2015. The next one you'll see is the 16-year comparisons chart from 2000 to December 2015. You'll notice the numbers in red and in purple in comparison to the year before at this time period we have had an explosion of numbers of reported cases,

number of students testing positive, and a few students out of the ones that were tested were negative. Again, the next chart is just a comparison for 16 years. In 2000 we're blue, which were negatives, and as we progressed and SACs were cut we have now jumped up to more positives than negatives. Then we have Captain Smith with the violence and vandalism numbers for his department.

Capt. James Smith: Happy Birthday Vice President Cleaves. I also want to add one thing to Kathy's presentation. It was very important that this year we added the K-2 Spice testing. It's a very expensive test, but Dr. Evans allowed it in the budget for us to test children because we saw that the kids were coming in with that. I want to thank Kathy and her staff for helping extend the positive outcomes as a result of that and to get these kids off that and back to being productive students. Kathy, thank you for that! As far as the violence and vandalism, we used to report annually but now we report every six months. You can see that we had a drop this year. The red indicates the number of violence and vandalism from July through December. On the comparison of the previous year there's one caveat to that. There are probably four or five cases that we haven't listed yet. The reason we haven't listed yet is because we're still going through the process of getting the principal's signature because it was directly submitted to the PEA and the procedure requires that it go through the principal first so we can verify in fact that the incident did occur. Sometimes we do verify it and sometimes it's just something they put in. These are the confirmed cases so far. This year we've had a drop and at the end of the year when we report for the second half in August it will be a complete compilation of what occurred for the whole year we'll be better able to make that comparison. That concludes me.

Ms. Lepore: If you don't mind, I have a very quick two-minute video that might be helpful for those who do not know what a Student Assistance Coordinator is. They might be new to this. If you don't mind, I'll pick up somebody's presentation that we didn't have before us to show this video. Actually, what you're going to see are students in the State of New Jersey who came up with four videos. I'm going to show you one on how valuable SACs are and what they feel SACs do in their school. This is just a quick two-minute video. This is Hillside High School and the students in these videos created their own videos.

Video Presentation

Ms. Lepore: That video and others I do have, but I won't bore you with them. They were created all by students and how they feel about SACs in their schools. This happens to be one of them that I just wanted you to see. Some people don't understand what SACs do. They are a resource and support for students in schools for mental health crisis, substance abuse, and any other type of problem that they may encounter during the school day, school year, at home, or wherever. Are there any questions about the presentation?

Comm. Hodges: I want to preface my question to you with a question to Dr. Evans. Do we have a full complement of guidance counselors in accordance with the ratio that we established through Dr. Librera's study?

Dr. Evans: Barring any current vacancies, yes. We staff consistent with that model.

Comm. Hodges: Okay. We've had a reduction from 24 down to 11. What's the impact of those losses?

Ms. Lepore: There are a variety of impacts. I think you've seen the chart indicating the number of students, either in possession or who were positive for a variety of reasons. We have issues with principals that if an incident occurs in the school they call the SAC to come back to their school to do the paperwork, contact the parent, and so on. This makes it difficult because now they're pulled out of their building. Then we also have problems with parents who don't make the assessment appointments that they are scheduled for. That's another issue. You're dealing with 11 people in 33 buildings. Some of them are assigned to four schools. There's only one over at Kennedy and Eastside. The other ones are at the other academy high schools and the contingent of schools that have 1,000 students in the k-8 schools. They could be in four schools and therefore they would not come back for the following week. If we're off a day then they're back in their building and they may have missed the student on the day that they would have normally seen them due to being absent or sick. It could be that we had a holiday that day. So they may not have seen the student for a week or two, sometimes three, if that occurs.

Comm. Hodges: What you're saying to me, if I'm getting this correct, is that we're unable to adequately cover or support.

Ms. Lepore: It's all of it. These people are burning out because they're in three and four schools. It makes it very difficult for them to meet with students on a regular basis. Even in the high school, if a SAC is out who covers for them? There's not a second person in that building to do the paperwork again and be familiar with the process of having that student go out for a medical evaluation drug screening.

Comm. Hodges: What happens if these visits with the students don't occur? What happens to the students?

Ms. Lepore: They're just put off for another week, but they know how to go into Infinite Campus and check their attendance and everything to make sure the student was even in the building to begin with.

Comm. Hodges: So it possibly affects attendance. Is there a treatment regimen? If a child is found to be positive, is there some sort of treatment schedule or counseling schedule as part of the treatment?

Ms. Lepore: If a student is positive, the parent contacts the clinician and schedules an appointment. Then they come in for that appointment with them to meet with the clinician and the child with the parent present and they will go through an assessment process to determine if that child needs an after-school program or an in-patient residential program. It indicates that in some cases parents will ask to put them in a program. However, in an after-school program they'll accept students but if a student doesn't want to go we have another problem here. Not having an individual to work full-time or even two days in a school is very difficult because they're in another school, they don't have all their folders with them all the time, they try to work out of the trunk of their car, and it's quite difficult. The issue is that students will go to an in-patient program for a week or two and sometimes three months and then they'll walk right out. So there's a lot of documentation, paperwork, and contacts with agencies. The agency tries to contact the SAC to let them know Johnny Smith has just walked out and left the program. Now the next thing is to get the parent and the student into the school with a meeting to find out what the problem is and try to rectify it. It's very difficult. The lack of cooperation is a big issue. SACs do prevention work. They're not able to do the prevention work because it's a catch-up. It's more reactive than proactive.

Comm. Hodges: How do they do prevention work?

Ms. Lepore: They'll bring in speakers into the school for students. Right now and in the past it has to be for free because of lack of funding. They'll come into the classroom with prevention things. I'll give you an example. There was one for parents called "Hidden in Plain Sight." That was in cooperation with the Paterson Municipal Alliance. They paid for a program to come down. Over at School 27 they set up a bedroom, closet, and things of that nature and showed parents where students would hide drugs to make parents aware. We were fortunate enough to have something like that come in, but those are the types of prevention programs with parents to let them know that this is where kids would hide things. It's typical of what students try to do.

Comm. Hodges: Is there a serious drug problem in our schools?

Ms. Lepore: We don't go out and search for students on drugs. We're not narcotics detectives. When a student is identified, we react. There could be. We have students bringing everything in from that Lean and Sizzurp thing that I made an example of, to possession of marijuana. Two eighth graders walked in with alcohol and drug paraphernalia. They're coming in with vape pens and they're purchasing these items from stores that can only be sold to anyone that's 18 years old or older. They're buying these things and bringing them into the schools.

Comm. Hodges: The reason I ask is that sometimes people think that these are non-essential services. In fact, some of the people down at the state seem to think that we're doing fine with the personnel that we have. Those were their public pronouncements and there's not a lot of consideration as to what this actually means in a community like Paterson. I just wanted to get concrete examples of what you're suggesting via your expertise would be the loss to students in terms of services that they're receiving.

Ms. Lepore: When you have one SAC at a school like Kennedy or Eastside with over 2,000 students, they line up to meet with the SAC because of mental health issues or whatever. We had a classroom teacher identify students. I mentioned it to the SAC, she came in and had 15 kids lined up to see her. The classroom teacher knew how to identify problems with the students. She asked her to come in, she spoke, and there we go, we start the process. It doesn't stop. It's constant. They don't sit still for five minutes. You have kids coming in and they want to talk to you. They have that background to provide counseling services to those in need and make referrals to mental health facilities, substance abuse treatment programs, family intervention services, and things of that nature.

Comm. Hodges: So what would happen if you lost 20% to 30% of your people?

Ms. Lepore: There would be problems. The educational requirements and the people that we have already, we have SACs that have masters in social work. They all have master's degrees. We have two with doctoral degrees. Several of them are licensed professional counselors, LPCs, which requires 3,000 hours and an exam. We have SACs that are licensed clinical, alcohol, and drug counselors. They have more than what they're required to have besides their SAC certificate. You'll find that in many of the schools, not just in Paterson but in the state.

Comm. Hodges: Is there a shortage statewide of SACs?

Ms. Lepore: Not that I'm aware of. However, I know there are two bills still sitting in the legislature that require school districts to hire one SAC for every 1,000 students. It's been sitting there for two years now. There are two bills in the legislature.

Comm. Hodges: Thank you very much.

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

**Discussion on Internal Audit Report Findings on Early Childhood Providers
Paterson Day Care 100 and Michael's Energy Factory for Fiscal Year 2014-2015**

Ms. Susana Peron: The Paterson Internal Audit Unit conducted an audit of Paterson Day Care 100 and also Michael's Energy Factory provider. These are providers participating in the NJDOE Preschool Education Program for compliance with the terms of the contract for 2014-2015 fiscal year. I will first go over the Paterson Day Care 100 audit report. The Paterson Internal Audit Unit conducted an audit at Paterson Day Care 100, which is a non-profit childcare center providing services to children of Paterson. The center is located at 363 Broadway and was budgeted to serve a total of 120 children. The fiscal year was 2014-2015 and the approved budget totaled \$1,631,798.30. There were four findings in this report. I will go over the findings and then the method of implementation that we will take to the corrective action plan. Finding number one – the provider underspent the preschool education budget by \$130,448.89. The method of implementation is to reduce the monthly tuition payments to the provider and collect this money by June 2016. Finding number two – the auditors noted minor accounting errors. The method of implementation is that the district will provide new guidelines to the accountant. Also, the district will review the general ledger in detail to ensure all expenditures are recorded properly. Finding number three – the auditors noted several inaccuracies in the review of the provider's substitute log. The method of implementation is that the Department of Early Childhood will provide new guidelines and training for completion of the substitute log, review the log, and provide feedback to the director. Finding number four – the auditors noted deficiencies in the review of staff credentials. The method of implementation is that the Department of Early Childhood will continue to do site visits to review documentation for background checks. That concludes Paterson Day Care 100's audit report. Are there any questions? Michael's Energy Factory was the second audit report that was conducted. It is a non-profit childcare center providing services to children of Paterson. The center is located at 101 Oliver Street and was budgeted to serve a total of 195 children. The fiscal year was 2014-2015 and the approved budget totaled \$2,369,816. There were five findings, which I will review, as well as the method of implementation. Finding number one – the provider underspent the NJDOE preschool education budget by \$21,403.59. The method of implementation on our corrective action plan will be to reduce monthly tuition payments to the provider. The district will recover \$21,403.59 by June 2016. Finding number two – the auditors noted minor accounting and coding errors. The method of implementation is that the Department of Early Childhood will continue to review the general ledger in detail and provide guidelines to the accountant when needed. Finding number three – the auditors noted several unallowable expenditures. The method of implementation will be that the Department of Early Childhood will reemphasize established guidelines to the provider's accountant to ensure proper recording, review the general ledger in detail, review the self-review guidelines, and assure that it is completed properly. Finding number four – the provider failed to provide adequate fidelity bond coverage. The method of implementation in the corrective action plan is that the district will ask the provider to comply with the policy and to obtain a proper amount for the fidelity bond. The method of implementation will continue to be that they will review the documentation to ensure all fidelity bonds have

been increased. Finding number five – the auditors noted a deficiency in the review of staff credentials. The district will continue to do site visits to ensure documentation for background checks, medical test are available for all center staff. They will continue to do site visits to review the background checks and the medical documentation. This concludes my report. Are there any questions?

Comm. Irving: These findings are for...

Ms. Peron: 2014-2015.

Comm. Irving: Moving forward, has the bankruptcy for Michael's Energy gone through? Have we converted over to the new provider?

Ms. Peron: Yes, it has.

Comm. Irving: How does this impact that transition?

Ms. Peron: It was written in the legal documents for the recovery of any of the monies that were budgeted for this fiscal year, 2014-2015, to come back to the district.

Comm. Irving: So the new entity that operates it is still liable because they're assuming the responsibility of the facility?

Ms. Peron: They are liable from the date that they signed the Novation Agreement. But anything before that, the new provider is not responsible. Are there any other questions?

Comm. Hodges: Who is the new entity?

Ms. Peron: Greater Bergen Community.

Comm. Hodges: There's another one. While I'm very fond of Bergen County, a wonderful place, it's not Passaic County. Dr. Evans, we seem to be losing a lot of agencies to this wonderful community. While I'm certainly for the collegiality of that situation, it does seem a problem for people who live here. That just adds to the fact that aside from that other daycare that is languishing this will be the third entity that we're losing control of in Passaic County. I'm certain that somewhere in Passaic County we can find people to run these places and we ought to be giving them an opportunity. It's not that I have anything against that wonderful County of Bergen.

Presentation Update – Turnaround School Leaders Program Project Directors Meeting in Washington, DC

Dr. Evans: The next presentation is a report by Dr. Newell and myself on our presentation at the recent Local Directors Meeting for grants that were funded for Turnaround activities, whether it's preparation of Turnaround leaders or other activities associated with Turnaround Schools, in Washington D.C. Both Dr. Newell and I attended that function recently and we were one of four to report. I think there were 41 different units that received grants and they selected us along with three others to actually report. As Dr. Newell works her way to the podium, I will provide a little background. We were approached a couple of years ago by Dr. Dale Mann – a Professor Emeritus at Columbia University – to partner with him to develop a training model or a tool to support the training of leaders for Turnaround Schools. We were fortunate enough to receive that grant and Dr. Newell serves as the project director for

it. You're going to see an outcome of that work in just a minute. The purpose is to prepare a model to support training individuals who can go into schools that have been challenged in a number of ways and turn it around, improve performance, culture, and every aspect of that operation. The tool that we developed in partnership with Dr. Mann is a video simulation to support professional development or preservice development of Turnaround School leaders. We're not going to go through the entire presentation. It was 25-30 minutes long. The first two-thirds of it is background information that you all already have. We were describing the district, our challenges, why Turnaround leaders are needed for some of our schools, and then ultimately Dr. Newell got into the specifics associated with the model. So I'm going to fast-forward past much of what's here and ask Dr. Newell to actually begin the section that she delivered in the training which briefly provides an overview of the model itself and how we're using it.

Dr. Laurie Newell: As Dr. Evans said, we gave some of the background as to why we were here. It really was quite an interesting group of individuals across the nation who we were reporting to. We wanted to give them some background, but we also wanted to let them know some of the work that we were currently working on. We are in year 2 of the grant that was given to the district. Some of the reasons why we came up with what the simulation would entail, we know that we have a lot of students who are at-risk. There's an urgent need to improve the teaching and learning in the schools and one of the things that we did recognize is that the school loses high-performing administrators and staff to neighboring school districts and they're not dealing with some of the urban challenges that we have to deal with. We do know that building staff capacity has been one of the district's major transformation objectives. The focus of the grant that the district won was to increase student achievement by strengthening the district leadership pipeline. As you know, for some time there was the Aspiring Leaders program and that was to develop leaders across the district. The grant, as it's stipulated, is for SIG and SIG eligible schools across our district. Here are some of the components that we put in when we were building the simulation and we're going to be showing you the video clip – it's only about two minutes as we go further – of what it is that we did. This is what the leadership has looked like and we've been very involved with how we're going to be making it work for the simulation. In the first year it was myself and Ms. Coy. I was the director and Ms. Coy was the project coordinator. We went about making sure that all of these pieces were put in place to have the simulation. We pulled on the contracted services which were outlined in the grant. That's how the grant was written. We had instructors and we also had a lot of the key stakeholders from across the district who were part of building the simulation. One of the things that we were guided by was the curriculum that we have in the district. We also wanted to put in the fact that we were eight principals from the Regional Achievement Centers and some of those components that we had to put in there. We went through as we were building simulation. We conducted many focus groups. We met with leadership at the schools and in central office to come up with what the different scenarios would look like and what the different challenges are across the district. The individuals who were targeted to be a part of this program were promising administrators. The way these individuals were selected is at the school level and then we brought in the principals and the assistant superintendents. There was quite a bit of a vetting process looking at evaluations and looking to see how they did letters of recommendation for some of these individuals to be in the program. As you can see, here are some of the individuals who were looked at to be a part of this program. What is unique about the simulation is that in the past when you were looking to see if you had qualified candidates there would be a resume and a letter of intent. With this situation, individuals are given choices that they're able to make as they're going through to see whether or not they would be making the appropriate choices to be a Turnaround leader. As the grant was written there are two different components. You have this

group of individuals who are actually getting coaching from coaches. But you also have the individuals who we're also building a simulation. They get to a point where they will go and do the simulation and we can see how they were doing across the group of them to see what were their strengths and weaknesses. Then an assessment profile was created to say we have a group of individuals, they've gone through the simulation, and everybody's choices would be different based on the choice they made prior. So I'm going through a simulation and I choose one answer so that would lead me to something else. We all start at the same level, but they choose one answer which leads them to another answer. These are some of the things that we've been working on because we want to flush out what this would look like and we wouldn't have to be going through a long process of looking at applications. This would also be a part of the work that we'd be doing. Granted, that comes in anyway, but it's also to see how they would think as they're going through the day-to-day issues in a school that has a lot of challenges. It's called the Piladero Elementary School and it replicates the work of actually improving a school and it's really a very concentrated internship. They're actually going through the process. One of the things that we pulled out when they did the simulation is we were able to see that they made a choice and we could say they're really weak on the data piece. So when they get their coaching, that's where they have to put more focus on. We know that running a school in real time you're always thinking on your feet. It is not something where you write an essay and you wait for a grade. It's actually something that you don't have necessarily a do-over. So these aspiring principals don't have to imagine what would be the consequences of their decisions. They actually would see the results at the end of the simulation to see how they did. All the participants would be running the same exact school. We would put them on their own different devices and then they would go through the simulation. Behind the scenes there are some metrics that are running to see who would be considered more apt to be a Turnaround School leader. This is a way that the coaches once they get the results could make it more personalized as to their particular needs. I'll go more into detail, but quite a few of them were very strong with family and community engagement, but not as strong as they should be with data or curriculum. These are just some of the areas that we were able to see. The coaches would then come behind and do more coaching. One of the things that we got out of this too is this was also a two-way screening because you had participants who really said, "I'm not sure if I want to do this job. After going through these scenarios and questions I'm not sure if I'm the person who's really well-equipped." They could be equipped to be a good principal, but not necessarily a Turnaround principal. That's what we're trying to differentiate. It's also a question for us where we're seeing this person seems to have great potential, but based on what we're seeing is this the right person for this particular job? Alan, if you could just run the video? We'll see if we can pick up the video, but we preview and practice what it takes to transform a failing school. The user gets to deal with what happens in the daily life of a school principal without having to look at it from a textbook or lectures from a university professor. It presents a week in the life of dealing with all functions of school leadership, supervision, assessment, and discipline. Based on a lot of the focus groups and the meetings there were 50 specific decision points that were loaded to emphasize instructional leadership, teacher supervision, and classroom management. All of these decision points were taken from principals. We had focus groups with staff members and we were able to get from them some of the issues that have happened in their course of time as a principal. At the end of the day, each of the individuals was able to see how they performed. The simulation is three days, but the training has been ongoing. So at the end of the third day the user gets a summary. It's anonymous, so they will see their number. But if there's a group of 30 of them they won't know who is sitting next to them. It really shows who is stronger, who is weaker, and it really outlines what score they get. One of the things we've been doing is turn around and go back with the coaching to say these individuals have weaknesses in certain areas. We've

also had conversations about whether or not we should be coaching them out of even considering Turnaround leadership. The data is such that if you look at your slide on page 23 you would see, for example, one individual out of the 147 points assigned to the simulation scored 121. This is just a sample, but you would see that for instruction and supervision they got 26 out of 32 on the top. For curriculum and program intervention they got 23 out of 33. School leadership, they got 13 out of 13, very strong. Family and community, they got 23 out of 24, quite strong. These were some of the results that we were looking at with the cohort of individuals who we had. If you can turn to page 24, we had a group of 10 individuals who went through the simulation and we had one individual who scored 84%. They got 124 points out of 147. The next person got a score of 83% because they scored 122 points out of 147, and further on down. In looking at some of these numbers you can really see maybe there's additional mentoring and coaching that's needed or maybe we need to mentor and coach them out. They may not be ready at this point to be doing this. If you look at page 24, the bottom slide, it just goes through overall what were some of the points earned as we went through the simulation. Our next step is we've met with the individuals from the special education department, ELL department and the leaders there, as well as the assistant superintendents and some cabinet level members to expand the Turnaround School leaders to include the special education and ELL portions as a part of the simulation. We've been having focus groups and meeting to talk about potential simulation problems that we could offer the different individuals as they go through the program. That's it. I wish this would show, but are there any questions? It's hard to answer without the context.

Comm. Irving: Let me ask a very direct question. What does this mean in terms of the Turnaround model in our district?

Dr. Newell: The plan is that we'll be giving them coaching to make them better administrators and they can go back into some of these schools where the need is great to have individuals who can really impact change. We have schools that are at-risk. We have schools that are very needy for leadership. They need to get intense training. But we also don't want to put individuals in positions where they're not prepared, where they have not received training, and also where we've gone through a simulation that we can actually tell before we even put them in a school whether or not they would be a good fit for a Turnaround School. A good fit as a principal, but not necessarily at one of our most troubled schools. They go through these different simulations to really see how they make decisions and whether or not they would be a good fit for some of these schools.

Comm. Irving: Okay.

Comm. Hodges: I guess I have a number of questions. I'm assuming there's an algorithm. What is that based on in terms of what is a low-performing school?

Dr. Newell: Last year when this was being done, there were meetings with the different assistant superintendents and we met at the cabinet level. They're based on the eight RAC principles and also they were given different weights. Curriculum and instruction was given a different weighing than, say, family and community engagement, which was given different weighting from, say, data analysis. Part of the weighting that was done was to just go through a simulation. You're right, there are different algorithms that are run behind and there is a score that is given to how different individuals do. You can see how they do with a lower score as well.

Comm. Hodges: What troubles me is you have low-performing schools in rural districts and they're low-performing for different reasons than they are here. I guess the question I have is how do we determine that this model is appropriate and that this simulation really in fact captures what a person is going to do when they're actually in a school trying to be a leader?

Dr. Evans: The research behind it includes Turnaround Schools in all types of settings and communities, whether it's a rural community, an urban community, or a suburb and communities surrounded by schools that are well-funded, but it's a low-performing school that requires turnaround activity. The research behind it that Dr. Dale Mann and a number of others are either responsible for or have collected and assembled in a research document suggests that the same types of areas that we've addressed cut across communities, whether it's focusing on the culture, community engagement, knowing basic leadership and management skills, and practices. It doesn't matter the setting. The needs are typically the same according to that research.

Comm. Hodges: This person has evidence that if you apply these principles that these schools will be turned around, particularly in conditions like these?

Dr. Evans: If you apply them with fidelity and with strong leadership, yes. There is research that suggests that.

Comm. Hodges: I want there to be actual examples that this is taking place. That's what I'm really interested in.

Dr. Evans: We have examples ourselves from here, and this is in our setting. This is not a rural setting.

Dr. Newell: One of the things that I had mentioned earlier is that we conducted many focus groups with principals, staff members, and assistant superintendents. They came up with these scenarios. We actually vetted it with them. We had quite a few different meetings where we went through scenarios. They actually provided the scenarios. If we could show you, there was actually a situation that happened last year that was one of the scenarios that we incorporated as a part of the simulation.

Dr. Evans: A comparative analogy is teaching. Good teaching is good teaching regardless of who you're teaching, what you're teaching, or where you're teaching. The methods and practices that effective teachers use are the same across settings. The same is true for leadership and management. Good management practice is good management practice. Good leadership practice, whether it's leading the curriculum or other aspects of the school, are the same across settings and schools.

Comm. Hodges: So we are to assume that if we have a series of schools that are not performing well it's because of lack of management.

Dr. Evans: I'll repeat research that I've said many, many times. The number one factor associated with student achievement in a school is the quality of teaching in the classroom. The second most impactful factor is leadership.

Comm. Hodges: Okay. How are these candidates chosen for the program?

Dr. Newell: I had mentioned back, I can't remember on what slide, that they were recommended by their principals, assistant superintendents, and they were brought to

cabinet. We also looked at how they did in the classroom and evaluation. It was individuals who we looked at and vetted. They had to write essays.

Comm. Hodges: You couldn't say I want to be part of the program yourself? You had to be recommended by a principal?

Dr. Newell: You could not be self-nominated. You could say that you wanted to be a part of the program, but principals nominated the individuals.

Comm. Hodges: Were they limited to the number of individuals that they could nominate?

Dr. Newell: The grant was written to have SIG and SIG eligible schools. There are 15 individuals per year. That's how it is written.

Comm. Hodges: When you have principals that are less than optimal in how they're performing I'm less than confident in the choices of the people that they would offer and submit in terms of following their footsteps.

Dr. Newell: I hear you and, as I said, the principal level was the first level. It then went to the assistant superintendents and it was properly vetted with cabinet.

Comm. Hodges: If the principals are giving you the initial submissions you don't have anybody else to go to in order to find out whether anybody else in the building can provide that service. That's all I'm saying.

Dr. Evans: My last comment was going to be the fact that we benefit from two of these grants. This was the first one we received. A year later William Paterson University received a grant. We are the only school district in the nation that received two grants. That was made real clear as we communicated with our colleagues in Washington recently. The focus of the William Paterson grant is mostly on pre-service as opposed to in-service. Taking high-performing teachers, for example, who expressed a desire to be administrators and preparing them to be, not only administrators, but Turnaround leaders as well. That is their target audience primarily, high-performing teachers and other non-administrative staff in the school.

Dr. Newell: And that's the second grant, as Dr. Evans said. That's how that grant was written.

Comm. Hodges: Excellent. I'm looking forward to that opportunity.

Dr. Newell: Thank you.

Comm. Irving: Dr. Evans, anything else?

REPORT OF THE STATE DISTRICT SUPERINTENDENT

Dr. Evans: My last piece of information is a packet. Cheryl, did we distribute this packet among the Board members? You have a packet to you from me regarding activities. There's one activity in particular. I'm not sure if I'd refer to it as an activity. Recently, US News & World Report released their annual identification of the best high schools in the nation and Paterson has two schools that made the list. The packet has that information. In fact, you have the actual article from them that shows the criteria.

Comm. Irving: HARP Academy and Rosa Parks?

Dr. Evans: Right. These two schools were ranked in the bronze category. As that would suggest, they have gold, silver, and bronze medal schools. All of the other schools are non-rated. We had two schools that rated in the bronze category. The criteria involves performance on state assessments, graduation rates, and how well they prepare students for college. That's the criteria that US News & World Report uses. Rosa Parks was one of the schools that they identified as being a bronze winner and so did GOPA, the School of Government and Public Administration. Again, you have the actual information from US News & World Report and there's a profile from them that actually shows Rosa Parks and GOPA. I just want to call that to your attention.

Comm. Hodges: Dr. Evans, there must be some mistake. Governor Christie was very clear. In his recent comments he said that the Abbott district schools were abject failures. He further said that the funding that they've been receiving is unconstitutional, it needs to be cut, and that we need for efficiency in our operations. I don't see how this comports with the Governor's position when it comes to abject failures. Are you meaning to suggest that the Governor is in error?

Comm. Cleaves: The question should be to you. Do you believe everything that comes out of the Governor's mouth?

Comm. Hodges: I don't know him that well so I'm raising the question.

Dr. Evans: What I'm saying is that they have been recognized by US News & World Report.

Comm. Hodges: I'm shocked.

PUBLIC COMMENTS

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

Ms. Marcella Simadiris: Peace and blessings. I wanted to start off mentioning our Earth Day event that we had the Friday before last. It was a success. The children enjoyed beautifying the Tyrone Collins Park. We enjoyed sharing some space with School 28. We're looking forward to having more of those experiences. I do want to mention I noticed some things and I do have some concerns. I'm hoping a district leader can help facilitate the conversations regarding how our children are internalizing things when they're interacting with students from School 28 and how some adults may be regarding Dr. Frank Napier Academy students. Those are some conversations that I think need to be had and I'm hoping that district leaders can help facilitate those conversations. I don't know where the truth lies, but we'll never uncover the truth unless those conversations happen. I'm hoping someone can help with that piece. I also want to bring to your attention that Dr. Frank Napier Academy will be having a performance next Friday, May 13 at 7:00 p.m. It's called "All that I Am Experienced." We had a number of teachers that have volunteered their time. They've been practicing with these students four days a week for the last month. We would appreciate it if anybody could come out and just check it out. I wanted to talk about the PowerPoint on SACs. I'm looking to see if maybe Dr. Evans could take that evidence and take it to the Education Law Center so that we can take the state to court and use that piece as

evidence of the direct impact stemming from this lack of funding. We need action. The Education Law Center says it needs your help in bringing a case. I'm trying to see if you're willing to do that. Our children need you to do that. With regards to that principle program, RAC principles, I can't find the research behind their Turnaround principles. I've been looking forever so if anybody can provide me that. All I do know it's the principles that are based from the Louisiana restorative districts where all their schools get D's and F's. I apologize, but I know in my evaluation my data is weighted more than my environment. I'm wondering is that the same thing they're doing with these principals. Are they putting more weight on how effective they are at collecting data as opposed to relating to our children? I don't agree with you, Dr. Evans. It makes a big difference the children they're servicing. I'm saying that as a white woman who teaches predominantly black students. I have to check myself constantly. You need a lot of attention and intention behind things and I don't agree with what you said. Everybody is different and it takes different approaches. Hopefully we can get that research document based on that program.

Dr. Evans: Are you referring to the eight RAC principles that are on their website? We have those and the research behind it. I'll be responsible for getting it to you.

Ms. Rosie Grant: I am here to share that I've been distressed about the pieces about the negotiation that have been reported in the newspaper, mostly at the prospect of letting go of another 500 teachers. I know this is not a reality. It's not even possible given our current situation that we could educate kids under those circumstances. So I do hope that the union and the district will come to some kind of an agreement that will avoid having that happen. Otherwise, we might as well all pack up and go home because we would be failing miserably. The second thing is I saw in the resolutions that seven of our schools got the field trip money from the Dodge Foundation for New Jersey. Congratulations to those schools. Congratulations to the schools that have been named best in the country. That is phenomenal. Yes, Dr. Hodges, I will say that the Governor was wrong. It's great to see some good things happening and we look forward to seeing some more good things happen as we move through this, even given the budget deficit that we're facing. Dr. Evans, I can't help but say that I'm sure you have now some sympathy, not that you didn't before, for the kids who sit before the computers and they don't work during the PARCC testing. Thank you.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated April 28, 2016, beginning with vendor number 86 and ending with vendor number 799535, in the amount of \$13,483,873.75; 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. Cleaves, seconded by Comm. Simmons that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything

pertaining to the Workforce Investment Board and Passaic County One Stop, if necessary. The motion carried.

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.

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
David Cozart, Jr.	NJSBA – iSTEAM NASA Field Trip	May 6, 2016	\$125.00 (registration)
Assistant Superintendent	Greenbelt, MD		
Sarah Laldee	NJSBA – iSTEAM NASA Field Trip	May 6, 2016	\$125.00 (registration)
Supervisor of Science	Greenbelt, MD		
Gary Swangin	NJSBA – iSTEAM NASA Field Trip	May 6, 2016	\$125.00 (registration)
Planetarium Manager/PANTHER Academy	Greenbelt, MD		
Jonathan Hodges	NJSBA Delegate Assembly	May 14, 2016	\$52.42 (transportation)
Board Member	West Windsor, NJ		
Pamela N. Gary-Maple	NJIT Center for Pre-College Programs	May 18, 2016	\$125.00 (registration)
Supervisor of Math & Science/RPHS	Newark, NJ		
Kenia Nunez	NJIT	May 18, 2016	\$125.00 (registration)
Teacher/RPHS	Newark, NJ		
Vernon Maynor	Coalition of Schools Educating Boys of Color (COSEBOC)	May 18-21, 2016	\$716.00 (registration, transportation, meals)
Principal/Young Men's Academy	New York, NY		
Cicely Warren	Coalition of Schools Education Boys of Color (COSEBOC)	May 18-21, 2016	\$670.00 (registration, transportation)
Assistant Superintendent	New York, NY		
Shaun Douglas	Coalition of Schools Educating Boys of Color (COSEBOC)	May 19, 2016	\$304.50 (registration,

Mentor/Young Men's Academy	New York, NY		transportation, meals)
Krystal Lassiter	Coalition of Schools Educating Boys of Color (COSEBOC)	May 19, 2016	\$304.50 (registration, transportation, meals)
Reading Interventionist/Young Men's Academy	New York, NY		
Linda Cobb	NJTESOL/NJBE 2016 Spring Conference	June 3, 2016	\$40.28 (transportation)
Basic Skills Instructor/Adult School	New Brunswick, NJ		
Randa Saleh	NJTESOL/NJBE 2016 Spring Conference	June 3, 2016	\$44.39 (transportation)
Basic Skills Instructor/Adult School	New Brunswick, NJ		

Irene DelRosso	NJAFPA Spring Training Conference 2016	June 8-9, 2016	\$299.80 (registration, transportation, meals)
Supervisor of Federal Programs	Atlantic City, NJ		
Jane Van Splinter	NJAFPA Spring Training Conference 2016	June 8-9, 2016	\$412.66 (registration, transportation, lodging, meals)
Federal Programs Liaison	Atlantic City, NJ		
Marguerite Sullivan	NJAFPA Spring Training Conference 2016	June 8-9, 2016	\$402.66 (registration, transportation, lodging, meals)
Director of Federal Programs	Atlantic City, NJ		
AnneMarie Urgovitch	NJAFPA Spring Training Conference 2016	June 8-9, 2016	\$412.66 (registration, transportation, lodging, meals)
Supervisor of Federal Programs	Atlantic City, NJ		
Kelli A. White	NJAFPA Spring Training Conference 2016	June 9, 2016	\$229.05 (registration, transportation)
Principal/HARP Academy	Atlantic City, NJ		
Erin Delaney	CPR/AED/First Aid Training	June 15, 2016	\$80.00 (registration)
Physical Therapist/Special Services	Montclair, NJ		
Adrienne Warrick	CPR/AED/First Aid Training	June 15, 2016	\$80.00 (registration)
Physical Therapist/Special Services	Montclair, NJ		
Susan Ronga	WIA Title II Grant and Innovative Grant Initiative	June 17, 2016	\$19.74 (transportation)
Program Director/NJYC	Newark, NJ		
Jacinta Vilas	WIA Title II Grant and Innovative Grant Initiative	June 17, 2016	\$28.83 (transportation)
Lead Teacher/Adult School	Newark, NJ		
Cicely Warren	Harvard Graduate School of Education, Professional Education	June 20-25, 2016	\$4,138.00 (registration, transportation, lodging)
Assistant Superintendent	Cambridge, MA		
Nicholas Semeniuk	National Athletic Trainer's	June 22-25, 2016	\$838.30

	Association 67 th Annual Symposia & AT Expo		(registration, transportation, lodging)
Athletic Trainer/JFK	Baltimore, MD		
Melissa Margaritis	Center for Future Educators/The College of New Jersey	June 27-28, 2016	\$560.00 (registration)
Teacher/SET Academy @ JFK	Teaneck, NJ		

TOTAL CONFERENCES: 24
TOTAL AMOUNT: \$10,258.79

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

Comm. Castillo: Yes.

Comm. Cleaves: Yes.

Comm. Hodges: I abstain on my name and yes to everything else. (Abstain YMCA and Jumpstart)

Comm. Redmon: Yes.

Comm. Simmons: Yes.

Comm. Irving: Yes. (Abstain from Workforce Investment Board and Passaic County One Stop)

The motion carried.

Resolution No. 3

Whereas, Priority I: Effective Academic Programs: Goal 3: Increase college preparedness and Goal 5: Technology and 21st Century Learning of the 2014-2019 Strategic Plan Schools; and

Whereas, The Paterson Public Schools District has participated in National History Day for over twenty years. Forty-two students from Eastside High School, John F. Kennedy High School, Rosa Parks High School, International High School, School 7, and School 28 Gifted and Talented have advanced from the New Jersey Regional Competition to the New Jersey State Competition. The advancing students are eligible to attend the National Competition with participating schools from the whole nation on June 12th to the 16th.

Whereas, the Common Core State Standards and New Jersey Core Curriculum Content Standards for Social Studies Skills, Civics, United States History, World History and Geography serves as the foundation for all research projects for this competition.

Whereas, the competition inspires students to conduct extensive research in the annual theme "Exploration, Encounter, Exchange in History". The research conducted is displayed in one of the five categories: website, exhibits, documentaries, performances, or papers. Students develop complex cognitive skills such as critical thinking, problem solving, and creative thinking skills while creating entries.

Whereas, the trip to the national competition will take place in College Park, Maryland and will consist of students from Paterson Public Schools District that will include general education, special education, and English Language Learners. The trip will include forty-two students who won the regional competition held at William Paterson University.

Be It Therefore Resolved, that Paterson Public Schools approve the student of Eastside High School, John F. Kennedy High School, International High School, Rosa Parks High School, School No. 7, and School 28 Gifted and Talented participate in the National Competition on June 12th – June 16th. Total of the experience is Not to Exceed 40,026.00

Item	Amount	Cost	Account Number
NHD Bus Transportation	3 Buses @3400.00	Not to Exceed \$10,200.00	20-241-200-516-000-0000-001 = \$3,800.00 20-270-200-516-000-0000-001 = \$6,400.00
NHD Teacher Registration	12 @ \$45.00	Not to Exceed \$540.00	16-11-190-100-800-650-000-0000-000
NHD Student Registration	42 @ \$115.00	Not to Exceed \$4,830.00	16-11-190-100-800-650-000-0000-000
Room/Board for Students	42 @ \$364.00pp	Not to Exceed \$15,288.00	16-11-190-100-580-650-000-0000-835
Room/Board for Teachers	12 @ \$364.00pp	Not to Exceed \$4,368.00	16-11-190-100-580-650-000-0000-835
Teacher Stipends	12 @ 4 days @ \$100	Not to Exceed \$4,800.00	11-421-100-101-650-053-0000-000-835
Grand Total		Not to Exceed Total 40,026.00	

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

Comm. Hodges: I just want to make sure that we have chaperone schedules. That's all.

On roll call all members voted in the affirmative, except Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board and Passaic County One Stop, if necessary. The motion carried.

Resolution No. 4

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

Whereas, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for Demand Response Provider, RFP 455-16 for a three (3) year period. Thirty-nine (39) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which one (1) vendor responded as follows:

IPKeys Power Partners, LLC 12 Christopher Way Suite 301 Eatontown, NJ 07724
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05/04/16

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on March 15, 2016. Sealed proposals were opened and read aloud on April 15, 2016 at 11:00 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

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

Whereas, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for Demand Response Provider, RFP-455-16, to IPKeys Power Partners based on 18A:18A-4.5 as follows:

Total Revenue Split (All-Inclusive %)

Term	District	IPKeys
Year 1	75	25
Year 2	77.5	22.5
Year 3	80	20

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that IPKeys Power Partners be awarded contracts in the amount of not to exceed:

There will be no out of pocket cost to the District for the duration of the 3 year contract.

It was moved by Comm. Cleaves, seconded by Comm. Castillo that Resolution No. 4 be adopted.

Comm. Hodges: What is that?

Comm. Irving: I have no idea.

Dr. Evans: Is Paul here?

Comm. Irving: Is that the technology guy?

Dr. Evans: This is technology.

Comm. Hodges: Is this the program that will help with the installation of... No, it can't be. It's not enough money.

Mr. Steve Morlino: Good evening. This is the Demand side management proposal in which we agree to curtail power upon notification that the grid is about to brown out or there's a high demand such as in extensible hot weather periods. We would agree to shut down a certain number of kilowatts in the district. For that, they pay us approximately \$105,000 per year whether we ever shut down any or not. The program is a five-year contract and in the 15 years it's been in existence, three times during that period they have asked users to actually curtail power. This is a win/win program.

Comm. Irving: My apologies. Reading it here it just didn't sound familiar. This was discussed and presented to finance at the last facilities meeting. Again, this is an RFP.

Mr. Morlino: It was an RFP. 39 companies were sent the proposal and one responded.

Comm. Hodges: Is this money in the budget?

Mr. Morlino: There's no cost. They pay us.

Comm. Hodges: We're receiving money over the course of time by signing an agreement. Is that money in the budget? Is that scheduled already?

Mr. Morlino: I don't think we received yet.

Dr. Evans: We haven't put any money in the budget.

Comm. Hodges: So that will be extra money. Good!

Mr. Morlino: Hopefully it will come to facilities.

Ms. Daisy Ayala: That is correct because there is no guarantee on the dollar said. It depends on the need of the company. When we receive the money it will be like found money on projects that have not been able to move forward because of budget challenges.

Comm. Irving: Are there any other questions?

On roll call all members voted in the affirmative, except Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board and Passaic County One Stop, if necessary. The motion carried.

Resolution No. 5

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

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

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

Be It Resolved, that the Paterson Public School District ratifies the action of the State District Superintendent approving the following jointure contract for the 2016-2017 school year with the Passaic County Educational Services Commission, as follows:

Route	School(s)	Contractor	Students	Route (incl. surcharge)	Date
TBD	PCTI 16-17	TBD	TBD	TBD +3.0% fee	TBD
TBD	Non-Public & Charter 16-17	TBD	TBD	TBD +3.0% fee	TBD
TBD	ESY Special Education Out of	TBD	TBD	TBD +3.0% fee	TBD

	District 16-17				
TBD	Special Education Out of District 16-17	TBD	TBD	TBD +3.0% fee	TBD

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

Therefore Be It Resolved, this resolution, to jointure with the Passaic County Educational Services Commission, 45 Reinhardt Road, Wayne, New Jersey 07470, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2016-2017 school year, shall take effect with the approval signature of the State District Superintendent.

Special Education Account # 110002705186850000000000	\$5,500,000.00
Regular Education Account # 110002705176850000000000	\$3,500,000.00
Approximate cost for the 2016-2017 school year	\$9,000,000.00 Pending Budget Approval

It was moved by Comm. Simmons, seconded by Comm. Cleaves that Resolution No. 5 be adopted.

Comm. Irving: Ms. Ayala, I thought we discussed at the facilities meeting that we were going to have a conversation or at least an update at the workshop for where we are in transportation just so you all know. There are some concerns within facilities in finance relative to the procurement of the routes presently and the lack of information. The Board had asked at the last facilities meeting that we be updated for where we were and that update was not provided. We had asked Ms. Vainieri to join us at the last meeting and she was not there, and so we asked for an update to at least be given here. This is loosely connected and I can bring it up in finance. I'm happy to see this contract being awarded for 2016-2017, but my concern is this is one small piece of a much bigger pie.

Ms. Ayala: We are working on that. We have the dollar amounts. You had asked for the correlation between that. There are multiple areas that impact that whole dollar amount. We don't want to just throw anything together. We want to be very productive and efficient on giving you the information because there are multiple various reasons why we've exceeded the budget so we are working on that. We want to go out as early as we possibly can. You're talking about the current and Dr. Evans can elaborate more on this. We are working on that. We haven't forgotten you. It hasn't been put aside. We want to make sure that the information is accurate before we submit it to the Board.

Comm. Irving: Let me ask if we can maybe have a much more robust discussion when we get into finance. I'm the one who veered us off, but I just want to make sure that we have that conversation in some way when we meet for finance.

Comm. Hodges: You're going to have a more robust discussion about this item?

Comm. Irving: No, about the concerns we had regarding transportation. Whatever questions you have on this item, go for it.

Comm. Hodges: I'm concerned about the questions you have.

Comm. Irving: Let's wait until the finance report to discuss that.

Comm. Hodges: That raises questions about why I should vote for this now or until after we've had a more robust discussion in the finance.

Comm. Irving: From what I understand, this is what we've asked, for us to procure and go out to bid now. I honestly have no issue with this item because this is what should be happening. My concern is the \$12 million in routes that we're going to have to send out for bid that we're just in limbo on right now.

Dr. Evans: We heard your concerns. You and I talked yesterday. I share those concerns and a report was prepared for you. As I looked at it I realized there's a lot more that needed to be included in that report that was there. The analysis needed to be much deeper looking at various aspects of the operation and things that may have contributed to the numbers that are there, while rechecking and double checking the numbers to make sure that they were accurate. And also spending some time with Essex as it relates to what some of the numbers stood for and why certain things were being charged the way they were. As a result, Henry Lee, at my request, is working between Essex and us and with each member of our staff involved with transportation to develop a more comprehensive and complete report. That should be ready. I know Henry was interviewing and talking to people yesterday, spent a lot of time at Essex, and did the same today. I would imagine by early next week he will have a complete report for us and then I think you can have a more intelligent discussion among yourselves, meaning you will have more information with complete explanations as to why things are and where we are now. We're preparing to go out for bid for routes within about a week to give you a more complete report. Anything that would be brought to you today would be incomplete. As I looked at those numbers and at how they were distributed it was clear that more information was needed.

Comm. Hodges: Why is this on this agenda today to be voted on?

Comm. Irving: They want to procure as soon as possible to be able to start to bid the routes. The earlier we get them out the cheaper they are. The challenge we've had in the past is that because of the turnover transportation issues we've had these routes had been procured later in the year. I'm actually quite encouraged to at least see the special education routes be procured and awarded to Passaic County Services, but they normally run special education for us for out-of-district placements.

Comm. Hodges: So your enhanced discussion is going to be over and above this.

Comm. Irving: This is really not an issue. There are some other concerns that we do have.

Comm. Hodges: Okay. But in the future something like this for \$9 million I would prefer to see handled under the operations.

Comm. Irving: This certainly did not come to me.

Comm. Hodges: That makes more sense to me. If they would discuss that in detail for how they have arrived at the decision that they did, then I would be more comfortable. Thank you.

Comm. Irving: Are there any other questions on this item?

On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board and Passaic County One Stop, if necessary. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Hodges: We met on Monday night. All four Board members were in attendance. We had a number of people from the staff in attendance. We covered just about all of the items up for discussion. Regarding some questions of particular interest were number two, finding out about the budget and raising some questions about what we do with the YCS program at Eastside in terms of funding. I understand that we're short \$75,000 and that program is not going to be covered, which complements what's being offered here in A-2, and that just goes on to my list of services that we're falling short on delivering for our students. I understand there's \$1 million worth of services we receive, if that's funded appropriately, and we have to provide \$75,000 in order to get that \$1 million. We're not providing that right now and so we stand a chance of losing that kind of support for our students, which is a problem. That was one of the issues I'm putting on the table of the administration for a possible solution. Obviously, as we begin to cut more and more services away from our students such as SACs, nursing, and potentially more teachers it's going to be very hard to get our students to continue to perform or even want to come to school at all. That will have impact on our attendance, so it's important. On I&P-4, there was a question on how this was going to be monitored in terms of progress and what kinds of improvements we can look forward to. That was the primary issue. On I&P-5, what was the purpose of that particular item? I guess the discussion was to retrain some of those staff. I don't know whether that was to add additional support and training to the technology department.

Ms. Shafer: It was in the absence of not having a chief technology officer.

Comm. Hodges: Okay. The period of time would be how long?

Ms. Shafer: Paul has been with us. He was with us last year assisting with PARCC. He's with us this year. We went out twice and still have not been successful in getting a chief technology officer. This was to get us through the end of the school year.

Comm. Hodges: This additional \$22,000 is going to be just until July. What happens after that point in time?

Dr. Evans: There is a plan that I drafted and ultimately want to discuss with the Board. I'm not ready to report on it tonight, but it begs for perhaps a conversation with at least one other committee as well to come and brief you on alternative solutions to making sure that we have high-quality leadership in the area of technology. I do have some thoughts about it, but I'd rather discuss it in a small group setting. I'm not far enough along with it to have a public discourse over it.

Comm. Hodges: I'm assuming that you're going to be offering more money to potential candidates. Could I be wrong?

Dr. Evans: Just know that to a very great extent we are limited as to what we can offer. Nonetheless, we have gone out twice. The limits were associated with our current scale, but there are some alternatives that we are pursuing.

Comm. Hodges: Apparently money is not one of them. On I&P-7 and I&P-9, the same issue. Both of these actions have already taken place and the Board is being asked to vote on them after the fact. There were reasons for both of those, one of which was I&P-7. We had asked them to come back with a more comprehensive resolution to address some of our concerns, which they did. In the meantime, the activity is going forward with our anticipated support, but we still need a sheet that says this is what happened. I&P-9 is a similar situation. We still need a sheet that says this is why this took place and we needed the Board to vote on it in a timely fashion. There's another question about I&P-6.

Comm. Castillo: On I&P-6 there was something that we were speaking about at the program meeting. It says that it would be \$21,000 for 61 days. There are some kids from the National History Month that can't attend. Do we have to have them in for 61 days for the climate and change? Or can we make an adjustment in the contract to half of that and use that \$10,000 to help kids go to National History Day?

Comm. Hodges: At issue is the lack of funding of \$10,000 for 18 students to go away on this trip. We have to pick between services that we want to provide students because of funding.

Ms. Peron: National History Day.

Dr. Evans: I thought we had covered that.

Ms. Peron: We have. The Commissioners do not know on Monday we had that discussion that we needed \$10,000. Since Monday we went through an exercise of looking at all our open purchase orders and any money that was in our account lines. We did find the amount of money for \$10,000 to send the children to the National History Day contest. It has been resolved. Good news.

Comm. Hodges: That just leaves us the money we need for the PANTHER planetarium. We'll get that later.

Comm. Simmons: Regarding I&P-7 and I&P-9, I thought we voted on these at the last meeting.

Comm. Hodges: You did, but they're back because of the way the resolution was structured. They want us to confirm. It's before us and the activity has already occurred. We just want the requisite sheet that says why it's coming back. You should not be voting on anything that has already occurred, unless there's an explanation as to why you're voting. I&P-10 was a list of field trip destinations and there was a question as to what was the value of these particular trips. That was covered and they talked about different trip options. The balance of the meeting was spent talking about next generation science standards implementation. That was an extraordinary conversation. 14 states have adopted the next generation science standards and we're going to be looking at training across the district and being able to hire additional teachers to do the

professional development. Apparently we have funding that will cover this entire process for the science. I want to verify this for the record.

Ms. Peron: Up to now, yes. Our plan includes developing teacher leaders in the district. If we develop the teacher leaders in the district they can turnkey the professional development that they are receiving. We do have the funding now for that plan.

Comm. Hodges: Currently our students are not receiving science on a regular basis across the district, particularly in the elementary grades. We have difficulty with some of the teachers not being available. Those are some areas that really have to be addressed in a significant manner. I know for a fact that we do not teach electricity and magnetism to any significant degree in this district, which is shocking given the importance of both those units. That kind of thing has to be addressed. There are a number of assets that are being brought to the table. The FOSS, which is a hands-on and problem-solving approach to learning, is going to be implemented. We're sort of progressing slowly with that. We don't have all the units that we need, but we're going to be trying to get by bringing in phases, which is better than a piecemeal approach to doing that. That's all tied to our funding. The real questions that we have now are how we complement the writing of the curriculum with the technology that's available and how we make decisions about how we use the technology to provide the greatest services to students. If we are in fact planning to move textbooks for the district, then how do we get materials in the hands of students so they can go home and study, particularly in the earlier grades? How do we make sure that these students have access to internet at home and some way to study the materials that they're learning in the classroom? What's the vehicle for that? Also, what particular platform do you use? Is it going to be an I-Pad? Is it going to be a tablet? Is it going to be Chrome Book? Do they bring their own device? Those decisions require a technology person who can help guide and plan. Curriculum can't do what it needs to do until it looks at the answers to those questions. They cannot be done in isolation. They must be done together. That conversation has to occur together. We must have coding in this district in the early grades. People are doing it in kindergarten across the country. We can't wait much longer. How do you deliver that given our shortages of money and teachers who have that expertise? All those things need to be put on the table and we have to find solutions to those moving forward.

Dr. Evans: You're absolutely right, Dr. Hodges. Add to that – and I was informed of this either yesterday or today – with the new schools that we're opening, particularly Hani Awadallah, but this is applicable to both of them, the level of sophistication of the technology in the building, the infrastructure as well as the hardware that ultimately students and staff will use, is of the level that requires full-time attention by somebody. That just simply adds to what you just said. You're absolutely right.

Comm. Hodges: Professional development is very key here because if you get this equipment the teachers have to be proficient and comfortable with the use if they want to help train students and use the equipment while they're training the students. Otherwise, they'll just sit on the side. I'm spending a lot of time on this only because the lack of finances really undermines this planning process. I know the Governor thinks we have way too much money and he's stated as such, and I'm not letting that go, but this is critical to our moving forward with our curriculum and I'm still waiting to see how we do that given the magnitude of the problem in front of us.

Operations

Comm. Irving: Operations met last evening. Board members present were myself and Comm. Simmons. I was available via conference call. Staff member present was Ms. Coy. We discussed O-1 to O-4, which were all contract awards for special education. The awards were put in place to either provide services to IEPs to students and/or to provide compensatory services that the district owes to parents as well. We found providers to provide psychology services, LDT, and social work services for young people. Are there any questions? It's pretty cut and dry.

Fiscal Management

Comm. Irving: You all the fiscal report. The fiscal committee met on April 28, 2016. Commissioners present were myself and Comm. Castillo. Absent was Comm. Rivera. Staff members present were Ms. Ayala, Mr. Morlino, and Ms. Kenya. We did have a conversation related to facilities. Mr. Morlino presented a PowerPoint presentation and facilities updates. There was nothing large or pressing within the updates. Mr. Morlino did review the process for how the district is beginning to remediate any occurrences or reporting of lead in certain schools. The district has now bought filters that they're now using to affix to water fountains to be able to attach these devices to lower the lead content. We've begun that process and have been subsequently doing that. We discussed the energy program that Mr. Morlino had presented. We also reviewed the bills list and requested information. We had questions regarding F-23, F-24, and F-25 relative to the awards that were given and whether these are RFPs, RFQs, and when they were awarded. In addition to that, we had a question about F-27 and topics that were discussed. We reviewed the current fiscal status and plan for the remaining year. We discussed the deficit in key areas such as payroll, stipends, health care, benefits, and transportation. I ended the meeting talking about issues in transportation. The concern that I have is just making sure that we're going to be able to procure as soon as possible the routes that we have. We did ask the director of transportation to present to the Board a status update. Dr. Evans, you mentioned the fiscal piece. That wasn't the request. The request was a status update for where we are regarding procurement of routes. It was indicated to us a month and a half ago that one of the reasons that they were on hold was because we hadn't made a decision on the Boys School and some of the other places and I know by then we have. So my expectation is that the Board will receive a presentation on the fiscal condition of transportation. We do want to know and the Board should know at the next Board meeting where we are regarding the procurement process and being able to hold everyone's feet to the fire on that is important. We have for fiscal F-1 through F-27. Is there any discussion?

Comm. Hodges: Is facilities part of the fiscal?

Comm. Irving: Yes.

Comm. Hodges: I have a problem with that, only because of the very significant issue we have with facilities. I think the facilities really deserve its' own committee to independently report out what's going on and to be followed as such. I think we do ourselves a disservice if we don't do. Given some of the challenges and potential threats that are emerging statewide, I think that we really need to monitor what's happening with our facilities. That needs to be brought to the attention of the Board on a regular basis. Otherwise, we could fall short.

Comm. Irving: What I will do moving forward is ask the BA just to try to make that bridge a little easier to include in the report for finance Mr. Morlino's PowerPoint. A lot

of what Mr. Morlino covers becomes self-explanatory if the Board is able to get that ahead of time. If you do have questions relating to the status of facilities a lot of that will be addressed in the PowerPoint. Steve is really good at the presentations that he gives to us in detailing what's in there.

Ms. Ayala: I recommend that we immediately following the meeting you get the minutes. Our meeting is on Thursday and we usually get them by Friday. We can attach the PowerPoint presentation, which is pretty clear.

Comm. Irving: Can we just make sure that gets to Cheryl so it gets disseminated?

Ms. Ayala: Sure. I'll send it all together with the minutes and that will be part of the packet.

Comm. Irving: That would be great.

Comm. Hodges: If I have questions which are not on the agenda related to fiscal, where would I go with that?

Comm. Irving: It will be under finance. At least you would have had the same report the Board would have had and the finance subcommittee would have had as well.

Comm. Hodges: Okay. I have two areas of concern around facilities. Both of them relate to PANTHER. Number one, it was brought to my attention by a teacher that the special education students meet with the child study team in the hallway just behind a cloth half cubicle. While they're discussing confidential information they're doing it while their classmates walk past with their parents. So you can look in and hear all about their IEPs, which are supposed to be confidential. What they have requested is that there be an enclosure built just to create a small area of privacy so that the parents and the students won't be reluctant to talk about what's going on or be ashamed to face their fellow classmates when they come out of that conference.

Dr. Evans: Are we talking about staff and students, or staff and parents, or all combinations thereof? Okay. That should not happen. Those discussions have to be private.

Comm. Hodges: Yes, and they're not. All it would take is just one of those small offices to be built so you can have a confidential area. I know it's being discussed now, but the question is always going to be the funding for it. I want to jumpstart that here today.

Dr. Evans: Steve is prepared to talk about it.

Mr. Morlino: Good evening. Ms. Shafer and I had discussed that and I've scheduled a meeting for Monday at 10:00 to take a look at that, the HVAC, and the seating for the planetarium that we talked about. We'll be looking at that to see. As long as it meets codes and all that I don't think it sounds like a big to-do to get it incorporated. We'll be taking a look at that.

Comm. Hodges: It could even be smaller than what's up at the third floor. You don't even need a lot of space. You just need an enclosed area. That's number one. Number two, the planetarium is down. We cannot troubleshoot any further the actual apparatus. They've gone through the dumbbell with all the lights and we're now at the point where we're at the pedestal and that's going to require a service person to come in. There's no funding available to do that so we're going to need some extra funding.

There are going to be some approaches that we're willing to go out and try to fundraise. We want to do that. We wanted to do that for quite some time, but now we're in a crucial situation where there are no programs and nothing is happening. They were coming from St. Louis to help troubleshoot, but we need to be able to go out and fundraise and get that up and running in a short time. That funding is not available at the high school level and we need to additional funding to help pay for that.

Dr. Evans: David knows all the background?

Comm. Hodges: Yes. The last thing would be the buses that you were going to order. I'm still hoping that plan is still in place.

Dr. Evans: Jim Smith collected some information regarding costs and looked at some options including lease purchase to ultimately satisfy that need. I'm putting you on the spot, but a quick progress report. It's been several months now since we talked about it. You went out and you got some bidding information for buses, whether they were used for athletic purposes, field trips, or some other kinds of things that we have. What's the current status? It may mean you haven't done anything else, because I haven't asked you to, since you collected the initial information.

Capt. Smith: We contacted the Hunterdon County School District there who uses a lot of the lease purchase agreements for the school buses and I have a 16-page report on it which outlines the expenses, what it costs them, and what it would cost us eventually. They purchase under a cooperative agreement with Hunterdon County. I certainly have it in my office and I can provide it to Dr. Evans and he can disseminate it to Board as he sees fit. We did that after the last time that you had inquired about it because as Dr. Evans pointed out, I'm in charge of the field trips and athletic events now. We set up protocols for the vendor and what we expect to keep everybody involved in it. We have all the phone numbers of the athletic directors, teachers, and coaches to cover all bases in case a bus is 15 minutes late or it's not performing its duty. We re-advertised for the transportation bids for the buses for the athletic events in that. We were able to lower the cost from \$79 to \$53 an hour. We are good stewards of public funds. I'm sure you've heard that before. We use that wisely to make sure. This year, up until June 30 since I took over, and I don't take all the credit for it because I have Emir Liguori who is very good at that also as we work in tandem as a team, we saved approximately \$50,000 just during the short period of six months since we took over. We're looking to do better next year and we're going to be advertising very shortly for the bid next year. I will say that the only time that the county approved our bus specs was through us. We worked with them and now the new director is working very closely with Dr. Newell and Lisa Vainieri. They're doing an excellent job with getting their bid specs together and making sure that we follow the appropriate things so we don't run into problems that the Board pointed out before as far as getting the best price for routes and everything else that we need to do in a timely fashion.

Dr. Evans: So the big issue right now – and Jim has collected all the information – is funding. We talked about repurposing funds for certain kinds of things to be able to do it, but we haven't taken that step yet.

Comm. Hodges: It can't be funding because the Governor said we have too much funding.

Capt. Smith: We're abject failures.

Comm. Hodges: No, I don't stop. At School 11 we need to make sure we're doing everything we possibly can to make sure that building is brought up to standard or as close as we can possibly get it. I'm particularly concerned about the cafeteria. That has to be looked at and I really need to know what kinds of issues are there that we can address. That's number one. The all boys school...

Comm. Irving: The same.

Comm. Hodges: Yes. I need information about what we're planning to do. Obviously we're awash in money according to the Governor, so it should not be any problems. We should have no trouble addressing the needs of those two facilities. If we do have a problem, then we need to make sure the Governor is aware that we have strong facilities issues, particularly in those two institutions. Thank you.

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

Comm. Cleaves: I do have a facilities question regarding School 19. I had the privilege of attending the PTO meeting with the parents at School 19 and I happened to take a tour of the building. Where the bus lets the students off there's a sinkhole right there. It's in the street, so I'm not sure if that's ours or the city's responsibility to repair. If it is our responsibility, it needs to be repaired. If it's the city's responsibility, then we need to get on the phone and call them because there's going to be a child that steps off the bus and breaks an ankle. I have pictures. The hole is big enough to suck in one of those kindergarteners or first graders. It's a huge hole. I also took a tour around the playground and their playground is like a walk-in roller coaster. It's horrible. I see there were some patches done on the playground, but the gravel was just dumped and that's it. It was not smoothed out. I think the whole perimeter around the outside of the school needs to be resurfaced all at one time. I think we have done as much patching there as we can do. It's not working. It's not feasible. It's not safe for those students there at School 19.

Mr. Morlino: I'm not sure of the pothole in the street. If it's in the street, it's the city's responsibility. I'll ride by there in the morning and see what that's all about. The actual playground, the retaining walls, the fences, and the playground surface is all part of the 13A grant that's approximately \$700,000 that should be beginning shortly. It's an SDA grant that we received that we're awaiting all the final approvals on and things to move forward with that. It's in design and it should happen this spring.

Comm. Hodges: Do we need to stop the kids from using the playground in the interim if it's that questionable?

Mr. Morlino: We did some patchwork. I'm not sure what the winter did to the patchwork. I haven't been there since the patching was done last summer.

Comm. Cleaves: It's cracking. I have pictures. There are cracks. There are separations. You have one separation that's probably about seven inches wide and I guess it will start to get wider as the weather makes the material expand and contract.

Mr. Morlino: I'll take a look in the morning. If we have to shut the playground down, that's what we'll do. We can also make some temporary repairs depending on what I see.

Comm. Cleaves: I walked it. I didn't run it. Walking it I felt like I was walking on an amusement park ride. It was up and down. Like I said, there was one patchwork that

we had to do because it's on our ground, but it was not smoothed out. It was like they just took the asphalt or whatever material was being used and just dumped it there.

Mr. Morlino: I will take a look in the morning.

Comm. Hodges: Mr. Chair, what do we have in terms of funding if you encounter more places like this?

Mr. Morlino: I believe we have about \$100,000 for the entire school district for asphalt. I can do some patches and a little bit of strip paving here and there, but you can't even do a playground.

Comm. Hodges: Okay. If that work is not done...

Mr. Morlino: That work is under a grant, so it can be done.

Comm. Hodges: If similar work is not done then somebody can fall and break an ankle or what have you. Didn't they just have a major suit in the city with our students?

Comm. Cleaves: Softball players on a softball field.

Comm. Hodges: That's right. So we'll actually pay more money if we don't get some additional funding. Not that we need any money because we're awash in money here. We will actually lose more money if there is not an enhancement in the facilities budget to address these kinds of problems. I think that needs to be made known. I'm certain the Governor may not be aware of this because, as he said, we're awash in money here. This is a problem that's going to cost more money if it's not addressed in the short-term. Something has to be done to supplement what's going on in this budget. \$100,000 is not a lot of money. It really isn't. It just is not. There are streets around some schools that are in terrible condition, which is concrete. Still, they're in terrible condition and need to be done. I guess what we need is a more realistic figure for what you think is necessary.

Mr. Morlino: Last year I asked for \$20 million more than I received to handle those kinds of things. I could easily spend \$150 million on these types of issues without breaking a sweat.

Comm. Hodges: I personally would like the documentation of what you think you need for safety. Not for extravagance or to look good, but just for the safety aspect so that I can see that for my own purview. I'm sure the rest of the Board might want that too.

Mr. Morlino: We'll generate a list.

Comm. Hodges: Thank you.

Comm. Irving: Is there anything else?

Personnel

Comm. Cleaves: The personnel committee has not met and will be meeting on the 16th.

Governance

Comm. Irving: Just so you all know, governance has not met either. I think we're going to meet next week. Are there any questions on governance or personnel related items?

Comm. Hodges: We have no policies that we're looking to review?

Comm. Irving: There are none that have been approached by us. I'll get them by next week. As of this moment, I haven't seen any.

Comm. Hodges: Dr. Evans, there are some outstanding policies that are still awaiting regulations. I know chess is one. I don't have the complete list, but I know that you have been very busy and haven't had a chance to get to them. I really would like to see those regulations of the outstanding policies we developed.

Dr. Evans: These are policies that have already been approved but the regulations have not come forward.

Comm. Hodges: That's right.

Dr. Evans: Got it. We'll take care of it.

Comm. Irving: Can you make sure you get the Superintendent or whoever a list of the policies?

Comm. Hodges: I'll try and do that, but there are more policies to come. I'm just waiting.

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 8:46 p.m.