

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

April 24, 2017 – 5:41 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

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

Comm. Manuel Martinez
Comm. Lilisa Mimms
Comm. Nakima Redmon
*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:

**Special Meeting
April 24, 2017 at 5:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: I want to thank the Commissioners for taking time out of their schedules to avail themselves. We've had a long and arduous budget season which culminated

with the Board voting the budget down. As I shared with many of you offline, I subsequently when back to Dr. Evans and had several conversations about the concerns we had with the process and the increase of the tax levy going to 2.8% after the Board had initially voted it down from 2%. I want to make it very clear to you all that while I certainly still do not support and have great issues with the underfunding of our schools and not funding School Funding Formula, I also have a greater issue with the state then putting the burden on the taxpayers. I think that inherently is wrong. I do want to acknowledge Dr. Evans for his continued conversation. Tonight's meeting is about a two and a half week conversation back and forth, but I think it does speak to what shared governance looks like and I thank this Board for its willingness to step up collectively. I think several Commissioners here made very clear what their intention was. As a group, collectively we spoke volumes. Before I get into my other remarks, I'll ask Dr. Evans to set the stage for this evening's meeting.

INTRODUCTORY REMARKS BY THE STATE DISTRICT SUPERINTENDENT

Dr. Evans: Thank you, Mr. President. I communicated to the Board and I copied others on that communication last week. Much of what I'm going to say is represented in that communication. However, I'm going beyond that as it relates to our continued examination and reexamination of the budget, specifically considering the tax levy that's implicated. The process and action steps the district utilized to develop and submit a balanced budget to the NJDOE for 2017-2018 led to a budget that resulted in the Board voting unanimously no, which clearly communicated Board members' opposition to one or more elements or issues of the Board, including the tax issue. While there were other issues raised as a result of reviewing and getting inside that budget, the increased tax levy for education appears to clearly have been on the minds and gave rise to serious considerations as it relates to the vote that ultimately was entered for each Board member. I initially submitted, as you all know, a letter to the Commissioner of Education requesting her support for me to override the no vote, which would have had the impact of approving the budget. However, since that time and before the Commissioners actually weighed in, communication continued between the President and I and members of my staff to see what options we had and to look for other alternative solutions to either overriding the Board's vote or increasing the tax levy. After reexamining the budget, we have made additional adjustments with the specific goal of eliminating the additional 2.8% increase tax levy. We sought a solution that would distribute reductions across the district office budgets, high school budgets, and elementary school budgets. Board members may recall in the communications that I sent to you I mentioned specific numbers and percentages. Those were targets. As we continued to look, we also looked at items that went beyond some of the information that was implicated in that memorandum. We also indicated that although staff positions were noted in communications with the Board in an effort to minimize the impact on staff we were looking at resignations and/or retirements for the coming year, as well as equivalent dollars from non-salary lines that we could recoup and reprioritize to utilize to meet our fiscal targets. Critical shortage areas were off the table. By critical shortage areas I mentioned specifically special education, bilingual education, mathematics, and high school science. These were areas that we were not considering

for reduction at all. In fact, we still need people in those critical shortage areas. The outcome is the reduction of a specific program and non-instructional personnel that impacts all levels. That outcome is to reduce school-based supervisors for all our schools by eight. We have roughly 20-25 when we look across all levels and could recapture the roughly \$1.2 million to be able to do that across all levels. Some are assigned to elementary, some are assigned to high school, and some have other roles as well. The impact on instruction, which I know was one of the concerns that Board members had, is that there will be fewer but different staff supporting principals and teachers with teacher observations, providing in-school professional development for teachers and staff, and providing guidance and feedback to teachers on such topics as effective strategies for improving instruction, classroom management, and using data. Those supports won't go away. They will be provided a different way. Staff are working together to make sure that principals in those schools where they have less services from our supervisors can get them from other sources as well. Those are also critical to student achievement. Helping to ensure that our teachers have the professional development they need in using data to improve instruction or effective teaching strategies and so on. I wish to repeat that this effort is intended to accomplish everyone's goal to reduce or remove the utilization of increased taxes from strategies used to prepare a balanced budget. We've accomplished that and in doing that, we've removed the 2.8% from the budget as a source of income.

*Comm. Rivera enters the meeting at 5:49 p.m.

COMMENTS BY THE BOARD PRESIDENT

Comm. Irving: As a point of clarification for the Board members, the veto that Dr. Evans sent to the Commissioner's office and the Board's subsequent response has been put on hold pending this conversation this evening relative to the tax levy. I'd like to go into public comments and then I'd like to put the resolution on the floor and have discussion about the items and the tax levy's impact or lack thereof.

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. Rosie Grant: Good evening. Thank you for this opportunity. I was hoping to hear more discussion before speaking, but I do want to bring you the same message I brought you before. Please pass a budget that supports a thorough and efficient education for every Paterson child. I'm not sure that any of the changes here will do that since we are reducing programs, staff, and looking at further cuts. I'm thankful for the alleviation of the tax increase, but we still have to work together to go after the State of New Jersey to fund the School Funding Reform Act and provide the resources necessary for a thorough and efficient system of education for Paterson Public Schools

children. They are still being shortchanged further as we bring this budget number down. Thank you for your work.

Ms. Saylis Cabral: Good evening Board members. I just wanted to mention something. I went to the budget hearing today and it's just alarming to hear the Acting Commissioner as she wanted us to completely understand that she's only Acting Commissioner of Education. She believes that a district can do well underfunded. She doesn't understand what the problem is. If she doesn't understand what the problem is, you guys have to drill and kill as to what the real problem is. The real problem is underfunding our children's education. How does that really impact us and our children? She clearly does not understand. She kept stating, "I don't understand what the problem is. I can see that they can get a perfectly good education without all those resources." Those were her words. If this isn't alarming to you guys, I really need you to try to drill and kill this message in a bigger forum. If you can give us the tools that we need as parents to drill this message to them more so I would greatly appreciate it. Understand that cutting instruction and education here in the district is going to give you less opportunity for us to reach our benchmarks that we need in order to receive these funds. Just understand that cutting more teachers is not going to give us that leeway to give our children better education. Thank you.

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

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, the State District Superintendent forwarded Paterson Public Schools' preliminary 2017-2018 budget to the Commissioner of Education and the Passaic County Executive County Superintendent of Schools for review and approval on April 5, 2017, and

WHEREAS, the 2017-2018 budget for the state-operated Paterson Public School District was prepared consistent with the New Jersey Quality Single Accountability Continuum (NJQSAC) focusing on quality performance indicators in all five areas of school district effectiveness: Operations Management, Instruction and Program, Fiscal Management, Personnel and Governance; and

WHEREAS, the 2017-2018 budget was prepared consistent with the district's revised Fiscal Policy 6220 addressing budget preparation, with primary consideration given to educational priorities identified by the Board and Dr. Donnie W. Evans, Paterson State District Superintendent, and;

NOW THEREFORE BE IT RESOLVED, that the Board of Education adopt the 2017-2018 budget submitted by Dr. Donnie Evans, State District Superintendent of Schools, which budget reflects no increase in the local tax levy to support the general fund as reflect herein;

	<u>Budgeted</u>	<u>Local Tax Levy included</u>
General Fund Revenue		
Local Sources	\$ 45,255,676	\$ 41,455,956
State Aid	\$ 403,735,340	\$ 0
Federal Sources	\$ 1,176,484	\$ 0
Budgeted Fund Balance	\$ 15,451,793	\$ 0
Withdraw Maintenance Reserve	\$ 2,200,000	\$ 0
Total General Fund	<u>\$ 467,819,293</u>	<u>\$ 41,455,956</u>
Special Revenue Fund (net of operating budget transfers) <u>included</u>		<u>Local Tax Levy</u>
State Aid	\$ 52,554,511	\$ 0
Federal Aid	\$ 28,632,489	\$ 0
Transfer from Operation Fund		
Pre-K Special Education	\$ 2,275,105	\$ 0
Total Special Revenue Fund	<u>\$ 83,462,105</u>	<u>\$ 0</u>
Debt Service		
Local Sources	\$ 505,858	\$ 505,858
State Aid	\$ 798,142	\$ 0
Budgeted Fund Balance	\$ 0	\$ 0
Total Debt Service	<u>\$ 1,304,000</u>	<u>\$ 505,858</u>
Grand Total Revenues	<u>\$ 552,585,398</u>	<u>\$ 41,961,814</u>

AND BE IT FURTHER RESOLVED, that the State District Superintendent hereby fixes and determines that the amount of money necessary to be appropriated for the use of the public schools for the 2017-18 School Year is \$552,585,398 of which \$41,961,814 is the General Fund local tax levy; and

BE IT FURTHER RESOLVED, that the State District Superintendent will authorize the reallocations and modifications needed to present a balanced 2017-18 budget with an adequate amount of funds to provide for a thorough and efficient education; and

BE IT FURTHER RESOLVED, that the State District Superintendent shall hereby forward to the Commissioner of Education of the State of New Jersey the budget statement, budget statement certification, form A4F (Certification and Report of School Taxes, 2017-2018 School Year) and supporting documentation as required by statute and code; and

BE IT FURTHER RESOLVED, that the 2017-2018 tentative budget submitted for advertising be amended see attachment.

Resolution No. 2

WHEREAS, Paterson Public Schools receives local taxes on an annual basis consistent with the district's approved budget; and

WHEREAS, Paterson Public Schools 2017-2018 budget includes \$41,455,956 in Fund 10 as the General Fund local tax levy and \$505,858 in Fund 40 as the Debt Service local tax levy; and

WHEREAS, the district requires that these funds are received on a periodic basis over the course of the 2017-2018 fiscal year; and

WHEREAS, the following requisition of taxes for the Fiscal Year 2017-2018 will be presented to the City of Paterson:

General Fund Tax Payments:

Due the fifth of every month for 11 months, July '17 through May '18:	\$3,500,650
Due June 5, 2018:	2,948,805
Total General Fund Local Taxes:	41,455,956

Debt Service fund Tax Payments:

Principal payment due October 5, 2017	\$457,755
Interest payment due October 5, 2017	<u>28,629</u>
Total Debt Service due October 5, 2017	\$486,384

Interest payment due April 5, 2018	<u>\$19,474</u>
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Total Debt Service Fund Local Taxes:	<u>\$505,858</u>
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NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the City of Paterson approve the Requisition of Taxes Schedule listed above for the Fiscal Year 2017-2018; and

BE IT FURTHER RESOLVED, which this resolution shall take effect with the approval signature of the State District Superintendent and is being provided to the Board for advisory purposes.

It was moved by Comm. Cleaves, seconded by Comm. Castillo that Resolution Nos. 1 and 2 be adopted.

Comm. Hodges: Before I came to the Board of Education, I was a member of the Paterson Education Fund. That's where my training in education and the situations in Paterson started. I must say it was an extraordinary experience. I also was introduced to the Education Law Center. We worked in close proximity with the Education Law Center during that experience and throughout the early years when I was on this Board. As I have frequently stated, the state misrepresents the law time and time again. As you recall, when they told us we could not vote later, that it was absolutely the law and we couldn't do this, here we are 12 days later and we're being allowed to vote again. Had we had the time, we could have sat, gone through the budget, made some other discussion, made some other dispensations, and talked intelligently about where this money is coming from. I still don't know exactly where it's coming from. Dr. Evans, when you received your contract, did you read it?

Dr. Evans: Yes.

Comm. Hodges: You read it thoroughly?

Dr. Evans: Yes.

Comm. Hodges: You had adequate time to read it. It wasn't just put in front of you and you were asked to sign it. I don't think that happened.

Dr. Evans: No.

Comm. Hodges: Of course not. Mr. Murray, would you advise clients to go ahead and sign documentations and put their names to things they haven't read thoroughly?

Mr. Murray: The clients have to make the best judgments based upon the information they have.

Comm. Hodges: Have you advised people to go ahead and sign things without reading them, Mr. Murray?

Mr. Murray: I think parties have to make their best judgment.

Comm. Irving: Doc, the question?

Comm. Hodges: I have several. The issue that I have is once again we're given something without a thorough discussion as to how this is going to impact kids. We have a general idea, but we have yet to have a detailed discussion. It wasn't handed to us over the weekend. It was handed to us at the table, which we have repeatedly complained about. Dr. Evans, you have stated in the recent past that you did not think that the budget before this tax levy change was going to provide all the services that you thought were necessary for our students to perform educationally.

Dr. Evans: Yes, I did say that.

Comm. Hodges: With the subtraction of an additional 2.8%, I think it's fair to assume that we're having even less now than we did before in terms of educational opportunities.

Dr. Evans: I wouldn't say less. I'd say it's different.

Comm. Hodges: It was not less? Then we didn't need...

Dr. Evans: No, I'm not talking about what I said in the past. Tonight you're asking me if removing the 2.8% from the budget is going to have more of an impact. I'm saying not necessarily. We're not taking away classroom teachers. We're taking away some of the supports for classroom teachers.

Comm. Hodges: So we didn't need those supports to help education.

Dr. Evans: The supports are needed, yes.

Comm. Hodges: So the loss of those supports will be detrimental.

Dr. Evans: It's not as great as if we were taking classroom teachers.

Comm. Hodges: I wasn't quantifying it. I simply said would it be detrimental to the education.

Dr. Evans: No.

Comm. Hodges: So we didn't need them at all?

Dr. Evans: I didn't say that.

Comm. Hodges: I'm not through, Mr. Irving. All I'm trying to do is get my point understood.

Comm. Irving: I don't think anyone sees your point.

Comm. Hodges: The point is very clear, I think. Then you need to go back and get some more of that training. Dr. Evans, what I'm trying to find out simply is if you take 2.8% additional funding from the district, how does that not negatively impact the education, instruction, and the progress of the district?

Dr. Evans: It has an impact, but it's different from taking 2.8% that would go solely to classroom teachers. Classroom teachers are the major factor that impacts instruction. We're not cutting teachers.

Comm. Hodges: Thank you.

Comm. Irving: Next question?

Comm. Hodges: I'll stop there.

Comm. Capers: From this budget how many teachers were cut?

Dr. Evans: There was a document that we gave out in the last budget session.

Comm. Capers: I'm talking specifically about teachers in the classroom.

Dr. Evans: 96. There was a list, but that list represented vacancies that have been on the books for a while.

Comm. Irving: That's why I said positions.

Comm. Capers: That's where we're getting confused. How many teachers are being cut from the original proposed budget that was vetoed? Not vacancies or positions, but teachers from classrooms.

Dr. Evans: Ms. Ayala is looking for it. The only positions that we cut that I think fit the category that you're looking for were minimal. We're not talking large numbers. The larger numbers were positions that have been vacant for a while and the determination was made not to fill them for any number of reasons. Ms. Ayala will have an answer for you in just a second.

Comm. Capers: Take, for example, if a teacher retired in the middle of this school year and their classroom got consolidated but we never filled that vacancy. Is that what you mean?

Dr. Evans: If we never fill it, yes. For everyone's background, every time a position in the district becomes vacant questions are asked. Do we really need that position for class size purposes? Do we need it because it's an instructional imperative? Do we need it because of special education? There's a form that has to be filled out that ultimately filters through the assistant superintendents up to my desk. It should give me all the information I need to either approve it or ask further questions. If it's an instructional imperative, which means we need it for instruction or to support instruction, we sign it and we fill it.

Comm. Mimms: Is Daisy coming with that number?

Comm. Capers: Are we going to get that answer tonight?

Comm. Mimms: The total number is 96, but that's not the actual number of vacancies. That 96 included retirements and teacher vacancies that we need to fill. That's a good question. I don't know if Daisy is coming to the microphone to hear what that real number looks like. It's like 208 total and 96 teachers. 96 were the vacancies, retirements, and resignations. It would be good to know what the actual number is.

Comm. Capers: That's all I want to know.

Comm. Irving: That's a fair question. Are there any other questions for Dr. Evans?

Comm. Hodges: Of these vacancies, how many of them are librarians?

Ms. Daisy Ayala: None.

Comm. Hodges: These positions represent instruction that we no longer want to provide or didn't have a need of? I'm trying to understand how it doesn't impact our educational input. You cut 96 positions that were originally scheduled for a purpose. I'm trying to understand how that purpose is no longer in existence.

Dr. Evans: It could be any number of things. The number of students in a particular classroom or school may have dropped to where it wasn't needed. When it gets down below a certain point classes are combined rather than hiring a teacher for 10 kids when the class size should be 20 or 25. It really depends on the circumstances in the schools. It could be any number of reasons, but most of the time it's resignations or retirements. As we look to see if there is still a need for that position, and we call that an instructional imperative, we fill it. If there isn't, then we don't.

Comm. Hodges: How many support positions are there?

Dr. Evans: Ms. Ayala would need to get it. She has the list.

Comm. Mimms: There's no transparency. I'm just so alarmed because we're looking at what's going to be done. It says they are support positions, but we don't know what they are. The newspaper calls us all the time on what's happening with the budget, whether it's a misnomer, whether it's fact or not. I don't see how we can answer what was done. The tax levy is one aspect, but the real question is what will our children miss? We know that we are illegally underfunded by \$272 million. We're very clear on that. Everyone knows that. We've shouted from the rafters about it. Now to look at a list it really is not transparent enough to understand who these individuals are and what the positions are. If they were there, obviously someone felt they were needed at one point. Now to remove them and say they're really not necessary, how did we determine that? Was there a weighted scale to say we don't need them now? They were there. At some point, whoever these individuals were, you felt they were relevant to the educational process of our kids. Now we're looking at a list and you're saying they are but they are not. It's not transparent for me when it comes to the community or when we get these calls, or for these staff members, whoever they are, when they lose their job.

Dr. Evans: I'm not sure which list you're talking about.

Comm. Irving: I think Dr. Mimms is referring to the attachment.

Comm. Mimms: Appropriations. I'm not really sure what it means. I know it equates to that 2.8%. But when it talks about grades 1-5 salary and teachers and all these variances, what does that mean as far as staff? Even if it's not classroom teachers, what were these roles? What were they doing? What support system did they have with helping our teachers? Is it a contractual assignment? Is it in the union contract? Those are questions. For us to say it's not really needed... Is it a union contracted job assignment? Was it a volunteer? It can't be a volunteer because there's a dollar amount. I need clarity as to who these individuals are. It's great that we did the tax increase. That wasn't my only reason for voting the budget down. I have to be clear about that. It wasn't just the tax levy. It was because this budget does not reflect the quality education. So now we're back at the table and I'm just trying to understand what these different appropriations are. This list is just numbers to me. I don't know who

they are. Is it one teacher? Is it five support supervisors? Is it supervisor of math? I don't know what that means. I don't need to know their names. What do they do? How will it impact the educational process of our kids? As Board members we need to know because we're going to vote on this. We need to know what this means. I'm just asking Dr. Evans. This is the first time I saw this list. It's not like I had time to get this beforehand to look at it. I'm just getting this now sitting at the table. This is the first time I'm seeing these numbers. I'm not sure. I just need clarity and some transparency.

Ms. Ayala: Let me just tell you that this is basically a roadmap. What I did last week is going to vary depending on the people that retire and resign. You want transparency. We can give you positions, but then again that changes as well as the number of students in the classroom. The statute says that in order for me to provide an IA in the kindergarten level you have to have x amount of students. Anything below that it's not required. If I walk into a classroom and there are only 15 students in there and they have an IA, that IA will be moved, go somewhere else, or is not needed. That's one example that if it's not needed in another school or another classroom we will eliminate a vacant position for the same title and move that person into it. It's a moving target. We can have a discussion one by one today, but tomorrow if Mr. Rojas gets a retirement list that has completely changed.

Comm. Mimms: Before you go further, the only concern I have is that I know this is a moving target. But you're saying that within a matter of a week when we said this budget has a tax increase and we don't want it, all of a sudden now we have these resignations. Is that what you're saying? That's what this number looks like?

Ms. Ayala: No, I'm not saying that. I was away last week and I did get two or three resignations. Those were the first positions that I did take.

Comm. Mimms: Is it in this list?

Ms. Ayala: Yes, it is.

Comm. Mimms: You said we identified that under a certain number we don't need to have that particular position. Did we just come to that conclusion? We didn't know that prior to voting on the original budget? Is this something that just happened?

Ms. Ayala: No. Some of those positions were already in the original budget? When I met with the principals and we looked at the enrollment on the class size, things that were not needed were already moved or moving forward you have it this year but you're not going to have it next year.

Comm. Mimms: Is that the total number at that point? Or was it staggered after? You got some numbers after the budget was done?

Ms. Ayala: That's right.

Comm. Mimms: That's a concern. This is what I was trying to get to. I like you guys to say it first versus me perceiving it. I like it to be stated. Here's a concern – we create a budget which should have had all these compilations on the table. If a certain classroom number is down we didn't need this person or support. All these things should have been on the table so when it comes to creating a budget we have all the factors. Now we're back at the table because the 2.8% tax was removed. But the real concern is some of the factors that would have really helped us create a budget, because I see the cuts but I don't really see the music and art. I see what we're cutting, but what are we providing to our children? That's a concern for me. To hear now that we have some more staggering factors that were not totally weighed in to this budget process is alarming. I'm appalled that the community is not here in busloads. I'm just appalled that you have 30,000 kids in our district and the parents are not flooding this place out to see what we're doing to their kids in this budget. I'm appalled.

Dr. Evans: I know what you're asking for and we've had several discussions. In fact, in the last meeting we handed out a list that indicated by category how much we had reduced. When we entered into this exercise we started out with a distribution across elementary, middle, and high school. Until about 3:00 when we decided we want to go a different route and we want to impact classrooms minimally, if at all, we found a way of doing it without impacting classrooms. That's this last exercise only. It only involves the eight supervisory staff that I alluded to in my comments. Those are people who provide additional supports to teachers. They go in and observe. We have 20-25 school-based supervisors and their job is to go in to mentor teachers, observe, to give them feedback on their work, do professional development and a wide variety of things. We abandoned we're going to take so many from elementary and high school and so on in a traditional sense and replaced it with the focus on the supervisors. It will reduce the number from roughly 25 minus eight to service our schools.

Comm. Mimms: When you think of the school-based program, because I'm very familiar with that program, I think of the children that have serious concerns in those programs where these supervisors help these kids. They pick them up. They're in extracurricular activities with the limited resources we have in this city.

Dr. Evans: That's a different program.

Comm. Mimms: Even the supervisors, the mentorship, the tutoring, and all the services they provide. We have to pull it from somewhere. I understand that. First of all, we're not really analyzing. I talk about it and I beat the drum. Cost analysis. I beat that drum all the time. We don't have a true internal control to measure the effectiveness of any of our programs. So when we say we want to make cuts from whatever area, where did you get your numbers from? Where did we get our metrics? We don't have a true measuring system. There are no internal controls. There's no scale to say from 0-10 this has done this. We have none of that. We say this contract is ending, so okay we'll end it. We paid \$2 million for IFL. How effective was that program? It's leaving now. How effective was it? We don't know because we don't have a system. This is why I'm concerned when you make any types of cuts. You can blame the state based on the

New Jersey Supreme Court ruling that gave us the money. We can able them and that's great. The other thing is we have to internally take a look and say what our children really need. Is it math, science, literacy, cursive writing in all grade levels? It's great to start introducing it at a lower, but all of our kids should be writing penmanship. When they graduate they need to sign their paychecks. They need to write in cursive. There are so many things like music and art. You just said you did it at 3:00, but we should have gotten that list so we can identify that it's coming from this and that place. We have so many factors in our community right now presently where we have situations with our youth. Our young people in the educational process are a large factor of the growth and the maturity level of our kids. It's just a concern that we're here at the table yet again without full data. It's alarming.

Dr. Evans: We're talking eight supervisors. We can't give you the names of those supervisors tonight because we go through a RIF'g process and that dictates who the names are going to be and what their assignments are. Once we go through that process, and I think we have a meeting tomorrow to start that process, after we go there we can give you that level of detail. Suffice it to say, we know that it's people who are classified as supervisors and it's eight of them. The remaining 17 or so supervisors will be redistributed among our schools and then there are some other supports that we're going to put in place that those eight supervisors did to make sure that principals have some help observing and evaluating. Teachers will continue to get the professional development that these people provided, and those kinds of things. We can't tell you who they are. I can't tell you more than there are eight of them and that they are distributed across our schools, elementary and high schools.

Comm. Mimms: I don't want to know the names in particular. I think it would be good for the Board to see the functionality of what these supervisors have done and then the reallocation of what it's going to look like to ensure that whatever they were doing our kids are still going to benefit. I want to see that.

Dr. Evans: That we can give you.

Comm. Hodges: ...which is my point.

Comm. Irving: I want to clarify something. After the last budget hearing when we voted it down, I requested that Dr. Evans do a presentation to the Board sometime in the next month or so with the implementation plan. Remember, the budget is his plan for how his administration plans to provide a thorough and efficient education. As a Board, we support, don't support, question, prod, poke, and make recommendations, but ultimately it is his plan and blueprint. What Dr. Evans needs to do, especially in the midst of all this, is come back to us and say given the funding that you have what is the blueprint and plan with the reduction of eight supervisors and with the reallocation of IAs. I think the Board needs to see that before the school year is over so that over the course of the summer the respective committees will monitor, especially in personnel, curriculum, and operations, where a lot of these areas are impacted. These areas the Board members have an opportunity to shepherd and ensure what you have indicated in that

implementation plan. You do that typically in August when you come back. I'm asking that that happens a heck of a lot sooner given the realities fiscally for where we are and what we need to see. I think that is what everyone is asking to see. The truth of the matter is I don't think we intelligently will know that for several reasons. Number one, vacancies, reductions, resignations, but also charter school enrollment. Charter schools may not enroll to their full capacities. If that's the case, the total amount that you're projecting may be less. That means we can recoup that money.

Ms. Ayala: Right. That's what I was going to answer.

Comm. Irving: When I got my doctorate in education I learned about that.

Ms. Ayala: 930 students are going to be lost to charter schools. We did analyze it. It's not as if we just randomly picked. We did take into consideration that if we lose 930 students then the reduction of staff with teaching will reduce as well.

Comm. Rivera: I just want to reemphasize this. Dr. Evans, when you saw that you needed to make these cuts, you guys concentrated first on the administrative jobs. Correct?

Dr. Evans: Yes.

Comm. Rivera: That was the emphasis from the beginning. Also, the current budget you're proposing right now, does it have enough resources to execute the curriculum you have in place?

Dr. Evans: The curriculum that we have in place? Yes. Let me comment further because that's clearly not a yes or no question. Remember, I've said in the past one of the biggest impacts on our kids' education are the extended learning programs. Our kids come to us behind and so classroom instruction during the day often is not enough to get them up to par on grade level and functioning. That's been the biggest area that we've cut - the after-school supports in math, English language arts, and science. I'm saying after school, but some of it is before school and where principals can integrate it during the school day they do it as well. That's been the biggest loss.

Comm. Rivera: There was nothing that you could have done to make those cuts. Those are the places you decided.

Dr. Evans: We could have cut staff. The biggest part of our budget is in staff, but we worked hard to avoid that.

Comm. Capers: I know Daisy left. I just want to get the question answered.

Comm. Irving: The reason Daisy came up here was to answer about staffing.

Comm. Capers: I just want to get that correct answer. That's all.

Comm. Irving: I want to reiterate the question was how many actual teaching positions were cut, minus vacancies, resignations, etc.

Ms. Ayala: Keep in mind that this is as of today.

Comm. Capers: Can you go through k-8 and high school?

Ms. Ayala: I don't have that here.

Comm. Irving: Comm. Castillo, ask your question. Daisy, once you have it just flag me and let me know when you're ready.

Comm. Castillo: What are our options with what we have in front of us? If we vote no on this again, then you go through the process of vetoing the budget and going back to the original one. If we accept this, the only thing taken off the budget is the tax levy for the residents.

Dr. Evans: Yes.

Comm. Castillo: Those are the only two options. Either we go back to the original one which we voted down and includes the tax levy plus the other educational reductions, or we vote yes on this one. The only thing changing is the residents won't have a tax levy. I just want to make sure and clarify it.

Comm. Hodges: That's what I was trying to get at earlier. The issue that I have is when you stated previously there were support services that were being cut prior to the vote on the budget. You're now coming back and you're coming for additional support services. Even at that point you said it puts our ability to fully do the things we needed to do educationally in danger. That was prior to the vote. That was your statement. Now we're coming back here and going at that same area of function in terms of removing support assistance.

Dr. Evans: Support, but different. The focus here is on support to teachers versus direct support to kids. After school programs in math is direct support to the students. The eight supervisors support teachers.

Comm. Hodges: Wasn't your initial concern that we didn't have teachers teaching at the best possible level? You came in and implemented the managed instruction and you put in the support services because that's where you said was the major weakness in your program structure.

Dr. Evans: The schools for which that is a larger or bigger problem won't because those are RAC schools. That's what the RACs are in place for and we can't cut RAC funded services there. They're protected.

Comm. Hodges: But we're still way below the state in terms of educational performance. So I have to anticipate that any cut is going to be detrimental. The state maintains that we have more money than we need. You've already heard the young lady come in to state that the Commissioner couldn't understand why this lack of funding was going to be a problem throughout the state. I do understand why it's going to be a problem. This is why I feel so threatened by this loss of additional funding. If you notice, I didn't have a big discussion about the taxes. That was not what my discussion was previously. It was about the educational outcomes and how they were going to be impacted by the original budget. That's where I came from. The taxes concern adults. This concerns the education of children, which is what I'm here for. I wish we had more of that discussion before you had gotten to this point. I wish the administration had come and put that discussion on the table and had that before and given us an overview of what all of this means, if you weren't going to send it to us over the weekend so we could sit down and study it.

Dr. Evans: I'm not sure what you're holding up.

Comm. Hodges: Whatever you put on my desk in front of me, which I continue to complain about. We don't have this in advance so that we can sit down and talk about it.

Dr. Evans: I did send you in advance in a memo last Friday.

Comm. Hodges: Yes you did, but I'm still reacting to all of this. All I'm saying, Dr. Evans, is I do feel a threat on behalf of the students by a loss of money. Last year you told us you'd be doing all you could possibly do at this particular point in time to address the educational needs of students. Now we have all these vacancies which may have occurred during the course of the year or whenever. But if you're saying that there are not going to be any reductions at all in the amount of educational services that will be provided to students, it will seem that we didn't need those positions to begin with, which I suspect is not the case.

Dr. Evans: I wouldn't say that.

Comm. Hodges: Therefore, they were needed at some point.

Dr. Evans: No. I am obligated to submit a balanced budget.

Comm. Hodges: Right, and this is your best judgment as to what you have in front of you that you can deal with. Again, I'm also concerned because our job was to ramp up the performance, not to maintain those same levels or to go backwards. This to me represents us going backwards. That's a problem.

Dr. Evans: Understood.

Comm. Hodges: As far as I'm concerned, forget about the taxes. I've maintained the taxes are an issue that the state has exaggerated. They had 25 years to raise taxes. As I stated many years ago, they wanted us to do this, not them. In 25 years they never sought to do it until we got closer to being in charge. Then all of a sudden it became a problem? No. We let it be a problem. They had \$12 million going to charter schools who are being held harmless which they could take at one point \$2 million from and chose not to. But they unconvinced the vast majority of the students in the City of Paterson to do that and have us absorb that loss, which is a big problem.

Comm. Irving: Ms. Ayala, we're waiting for that number. I think everyone has gotten to a consensus for where they are. That's the only thing holding us up from moving this meeting along. I'm looking at you saying we need a number. That's a fair question. At this stage, even if we have a rough estimate then personnel can vet that collectively with Luis in committee.

Ms. Ayala: This is back as of March 10 that was submitted to the DOE - 70 vacant positions, 10 vice principals, 20 cafeteria monitors, 15 IAs, 20 administrators from this building, and 62 teaching positions.

Comm. Irving: That's the 200. Daisy, just give that breakdown one more time please to make sure we're clear.

Comm. Hodges: Can you have that sent to us in an email afterwards?

Comm. Irving: Can you make sure you send it to the Board? We need that information.

Ms. Ayala: Sure.

Comm. Capers: Some people didn't hear it. Can you repeat it one more time?

Ms. Ayala: 71.5 vacant positions, 10 vice principals, 20 cafeteria monitors, 15 IAs, 27 administrative supervisors, and 64.5 teaching positions.

Comm. Hodges: 64.5?

Ms. Ayala: One half is local funding and the other half is federal grants.

Comm. Capers: And you don't know what the breakdown of the schools for the teachers is?

Comm. Irving: Again, he won't know that until he does the implementation plan. Remember, they have to look at the school size, who resigns, and where they all come from. Then he can come back and tell us how that affects the local schools.

Comm. Hodges: Is there a decrease in size anticipated in the district?

Ms. Ayala: In student enrollment? Yes. It was taken into consideration. 930 will be going to charter schools.

Comm. Hodges: 930?

Comm. Cleaves: Does that include the students going to Tech also?

Ms. Ayala: Absolutely not. We left it level. There's an agreement between Tech and the district and there was no increase in the agreement. 930 students will be going to charter schools.

Comm. Cleaves: The increase is 930.

Comm. Capers: What's the agreement between us and Tech?

Ms. Ayala: We left it flat.

Comm. Capers: What's the number?

Dr. Evans: Somewhere around 1,700.

Comm. Hodges: That's the charter school enrollment. What about the trend enrollment for the district overall? Is that flat or an increase?

Ms. Ayala: Usually there's an increase of about 200 year to year.

Comm. Hodges: We'll have a small increase.

Comm. Irving: Anything else?

Comm. Capers: What is our short-term plan here? Next year it looks like we're going to have more cuts. What are we facing? What is the short-term and long-term plan here for budgeting?

Dr. Evans: That is what Comm. Mimms asked us to prepare and we're working on it, a business plan, if you will.

Comm. Capers: When will that be available?

Ms. Ayala: That's something that the finance committee and the business office will work collectively on to develop.

Comm. Capers: When will that be done?

Ms. Ayala: As soon as this budget is behind us we can start moving forward.

Comm. Hodges: We should look at three years of anticipated flat growth because no more money will be coming.

Comm. Irving: Absolutely. No matter whom the Governor is. I agree.

Comm. Capers: Everybody is fearful - parents, teachers, and administrators. We're cutting every year.

Ms. Ayala: At the last presentation we talked about moving forward, without even going into July 1, and what the next budget increase would look like. That was about \$20-\$25 million.

Comm. Irving: Under the same auspices Dr. Hodges just alluded to you have to do a three-year projection with flat funding in revenue and costs remaining at their frequency and where it is.

Comm. Hodges: Though I hesitate to say this publicly, this district has to be mindful it is an Abbott district. Any reduction in services to the students of this district is an abject violation of the Supreme Court ruling. We can't sue now because we don't have local control. But when the Superintendent is stating that he cannot provide the services that he has provided in the past, then that's supportive evidence that we're not being given what the Supreme Court says we're supposed to have for our children. That's a problem.

Comm. Capers: Daisy, just one more question for clarification. The numbers you just gave us were as of March. Are these numbers from this cut added in?

Ms. Ayala: No, they're not. That's new and that's the impact of the decrease in the tax levy. We had a conversation this afternoon that we're going to redirect that and use a supervisor instead.

Comm. Irving: So this list that they presented will be updated at some point in time with more accurate numbers that reflect what Dr. Evans gave out today.

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

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 6:36 p.m.