

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

April 5, 2017 – 6:30 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. Martinez read the Open Public Meetings Act:

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

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

**Workshop Meeting
April 5, 2017 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

Comm. Irving: Let me make this very clear. We have a lot going on tonight. There are four presentations and the conversation on the adoption of the budget. Then we also have the actual Board action items. In light of what we have to discuss tonight, I'd like to go from 'A' all the way down to 'E'. Cheryl, there needs to be a hearing on the budget. Am I correct?

Ms. Williams: No, it was last week.

Comm. Irving: So, the public comments that we have can just be for both. I'd like to go 'A' through 'E', go through the Superintendent's report, and then the resolutions. If

anyone has any general questions about any of the Board actions, let's just take them as a group. I'm going to ask you all to hold off on the actual reports from your committees until next week. There's just a lot going on tonight, but if there are questions relative to the action items those should be addressed.

Comm. Martinez: The notes from the committee meetings have already been passed out. Can we just pass them back so we can save them for next week?

Comm. Irving: No, I think the Board members should keep them and read them.

Comm. Martinez: Fair enough. Then have questions next week.

Comm. Irving: That's correct. We have the audit report, the G&T presentation, the presentation for the anti-bullying, and the DOT.com presentation. Cheryl, you slipped this on here. Then there is the presentation on the actual budget. My preference is if we can keep each presentation to 20 minutes apiece minus the budget conversation. I think that needs to be for as long as we need to do it. Hopefully in the next hour and a half we can get through that and then spend the rest of the evening discussing this issue with the budget and then go through the resolutions. If there are any final questions hopefully we can get out of here before midnight. I'm trying to be an optimist. Just so you folks know, in the midst of all this I may stop to go to a public portion because you folks don't need to be sitting here all night either. Just work with us tonight because there's a lot of information that needs to be presented this evening.

*Comm. Hodges enters the meeting at 6:34 p.m.

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Early Childhood Provider Gilmore Memorial Preschool, Inc., for Fiscal Year 2015-2016

Ms. Toni Scholing: Good evening. I'm here from the Department of Early Childhood. My name is Toni Scholing and I'm here to present the audit report on Gilmore Memorial Preschool. Gilmore has two locations and services 180 Paterson children. The auditors reported four findings. The first finding states that the provider underspent the approved budget. As a result, the provider owes the district a balance of \$207,335.72. In finding number two, the auditors noted that there were accounting irregularities, including expenses charged to the wrong location and charged to the wrong line items in the budget. Finding number three – the provider made unallowable expenditures. Finding number four – the provider failed to provide adequate fidelity bond coverage. That concludes the report. Are there any questions?

Comm. Mimms: What was the dollar amount again?

Ms. Scholing: The reclaim amount?

Comm. Mimms: The first finding.

Ms. Scholing: \$207,335.72.

Comm. Irving: The only question I have is regarding the monitoring of the corrective action plan. The last two findings I do have some concerns with, such as the unallowable expenditures. How will the district monitor that process to ensure that the leadership at Gilmore understands what's allowable and what's not?

Ms. Scholing: Well, we usually review the general ledger in detail. When we do have findings from the auditors, we consequently review the general ledger in detail to try to ensure that these items are no longer there.

Comm. Irving: Okay. Are there any other questions relative to the audit report? Thank you.

Presentation on the Gifted and Talented Program

Ms. Rita Route: Our Board President, Mr. Christopher Irving, requested that we put together a presentation about our Gifted & Talented Program and highlight program goals, objectives, and the identification process. Before we start with the identification process, I think it is important that we learn about the history of the program and how we arrived here today. Even though this program took eight months to bring to fruition, we are almost at the end of our fifth year with so much to celebrate and recognize. We presented to the Superintendent's cabinet last week and everyone provided feedback on how to improve their presentation. Next, we presented to the instruction and program committee whose Board members gave us even more feedback. With that being said, this presentation has been a work in progress trying to capture everything Gifted & Talented here in Paterson. What you're about to see is the final product. First and foremost, the definition put forth by the State of New Jersey Department of Education is the students who possess or demonstrate high levels of ability in one or more content areas when compared to their peers in their district. More importantly, it is students who require modification of their educational program if they are to achieve in accordance with their capabilities. This next slide is the NJASK data from 2011. If you take a look, you'll see that a number of students had scored towards partially proficient or proficient. This area right here shows us the students that scored advanced proficient. As you can see, there was a very small number, but the Board of Education wanted something to be done with those students so Gifted & Talented was begun. We hired Dr. Joyce VanTassel-Baska as a consultant to come to the district in order to begin planning our program. She spent three days at central office with content-based supervisors, assistant superintendents, and even met with Dr. Evans. The most important thing that we need to understand is when we put this plan into place everything was thought out carefully. No decisions were made too quickly. The first thing we did is a needs assessment survey. It looks like this. As you can see, we came up with a number of questions to ask teachers and administrators in the district what they thought was needed for Gifted & Talented, if they thought it was something that was important. As you can see by the questions, we covered all our areas. The results show that 96% of the people surveyed felt that our students should be grouped flexibly with their intellectual peers. As you go down the slide, you see how they answered on the rest of the areas. While the consultant was here she gathered numerous people to gather a lot of data. If you look at the handout, it talks about the results. I made it clear to show you that this was the result from 2012 and going back that far you'll see that our advanced placement data wasn't very good at that time. Because of that we knew this was something we needed to do. The algebra I data wasn't very favorable for the district. As a matter of fact, 40% of eighth graders scored proficient or above on algebra, but only 3% of our high school students were obtaining that. We were losing too many students to go to Tech. Our top students were going to Tech and that's something we were trying to avoid. As a result of the program plan and our survey we decided three things needed to happen. We wanted to challenge the top tier of Paterson students in curriculum and instruction areas, we wanted to provide a pipeline for high school advanced programs, especially IP and advanced placement, and more importantly we wanted to provide instruction in rigorous accelerated district curriculum

early so that would prepare Paterson students for success in college. Here's the data that shows where our students are ending up after they graduate. We wanted to show you that because of programs like IB we're keeping more students in-district. I don't know if you guys can see it. First it shows how many students are staying in-district and because of IB last year we had more kids stay in the district than going out to PCTI, and the two years earlier before that. Underneath it just shows you where our students are going, how many are going to PCTI, Garrett Morgan Academy, International High School, International Baccalaureate is separate, and PANTHER. This is evidence that we're keeping our top students in the district now. All public schools in the State of New Jersey and across the United States have to have a Board-approved Gifted & Talented Program and when I say public schools it means not charters, not catholic schools, and not private schools. When we're comparing our students we're comparing them to their peers in their district. More importantly, when the district identifies their identification plan they have to follow certain criteria. We have to make sure there are multiple measures, which is what we have. More importantly, we want to make sure that we're using an offbeat assessment, which we'll talk about later on. We also have to follow rules for QSAC. Recently we had our QSAC exam and it shows you that the districts are required to verify that instruction is happening for gifted students as well as ELL learners. Over those three days we came up with a philosophy. The philosophy of the district is as follows – it's important that we recognize that there are students who require differentiated programs and services beyond the core curriculum because of their exceptional abilities in one or more areas. More importantly, when you're gifted you only have to be gifted in one area. Paterson Academy for the Gifted & Talented opened its doors in September 2012. It opened its doors to students across the City of Paterson that met the criteria. After that, we expanded our enrollment to open up to grades 2 and 3 in 2014. PAGT has a comprehensive articulated educational program with the highest rigor and expectations and a challenging environment designed to maximize personal growth and develop our students' unique abilities in the area of math, language arts, and science. The mission is to challenge our students to perform to their ability, to think critically and creatively, and to assume responsibility for their learning. We strive to provide an academic learning environment designed to prepare students to be leaders in a global society, reflect rigor, student-centered learning, and safe risk-taking in order to enhance their maximum potential. There are five goals to the program in your handout. They're explained a little bit further for you. Develop critical thinking, creative thinking, develop self-efficacy skills, develop leadership skills, and develop a universal understanding of key concepts and issues that define our world.

Ms. Nancy Castro: Our next slide shows our professional development and training of teachers. All teachers in the program as well as the guidance counselor and the administration have obtained 15 graduate level credits in gifted education recommended by the national standards and offered through the certificate program at Rutgers University. With the exception of three new hires since 2015, all our teachers are trained in Gifted & Talented along with staff members throughout the district. You have a reference sheet outlining that information in your packet.

Ms. Route: Our teachers take the district curriculum and they accelerate it or they compact it. There are no extras going on there. They follow the district curriculum and just modify it to meet the needs of our learners. What we mean by accelerating is, for example, we have students in seventh grade that instead of doing seventh grade math are taking algebra. Then as eighth graders they're taking geometry, which is sophomore math. That's just evidence of the acceleration that's happening. When you come out of PAGT as an eighth grader, you're either completing sophomore math or completing your ninth grade math. Advanced materials are available as appropriate and opportunities for the students to do independent study and research related to the

Core Curriculum content. Our students competed in that state comparison recently. Those are students who had independent study where they were studying for that competition in order to prepare. There are recommended research-based materials that are available in our school. Junior Grade Books is one. I know Alexander Hamilton uses the same thing, so there's nothing really different there. For reading materials for our grade level, what happens is our fourth graders read the fifth grade novels, our fifth graders read the sixth grade novels, and so on. That's being accelerated as well. Our students read the district novels and then there are novels in addition to that. Our students use Wordly Wise like everyone else. They use the Common Core math workbooks like everyone else. Technology used to be something that separated us from everyone else. But now because of the district's technology initiative there's a number of schools out there that have I-Pads and Chrome books. Our students use them. We use Google Classroom a lot. Students log in at home from their phones or whatever devices they have at home and that's how they get their work done with their classes. We try to go paperless as much as we possibly can. If you take a look at the slide here, it will show you the number of students in 2012 that had a perfect score in math. At that time, it was 300. Keep in mind in 2012 these students were at their home schools. 17 kids had perfect scores on their NJASK in math. After one year with us 32 kids had perfect scores in math. After two years with us 53 students had perfect scores. That's evidence that when students are with like-minded learners they're able to advance even more. There is a myth out there that Gifted & Talented students will be fine on their own. They don't need any help. That's not the case. These are students that need to be challenged and unfortunately if they're not challenged they tend to shut down and don't show any growth. Since most of our students are in the program because of math I wanted to also show you our increases in ELA as well. This table shows you how many students scored proficient in ELA and advanced proficient in 2012. Please keep in mind they were not in the school at that time. They were in their home schools. As you can see, in 2103 our number of students jumping from advanced proficient went from 3% to 10.4% and then the following year we had 14.4% kids scoring advance proficient. It's all there in front of you. I'm sorry if it feels like I'm going a little fast. The next one is PARCC. 2014-2015 was our first year taking the PARCC exam, like everyone in the State of New Jersey. As you can see, Paterson Academy for the Gifted & Talented is highlighted in green, the State of New Jersey is blue, the City of Paterson is red, and the PARCC consortium, which at that time was made up of 12 to 15 states, is in orange. These are our results in ELA the first year and our results in math the first year. Then last year in ELA we did extremely well and then math. That's just to show you the results of our test scores. Because of that, we recently received the National Title I Distinguished School Award and that's because of the success of our educational program and the progress made by our students. The State of New Jersey was able to nominate two, but we were the only ones that got it this year. That's a lot to be proud of. All students that have not been identified are eligible for nomination by the program each year. Nominations may be submitted by students themselves, any teacher in any school, as well as parents or any person familiar with the student's abilities or potential. Nominations should be based on evidence of high-level reasoning ability or academic record. The most important thing is that we would never question a nomination. There are times where we do retest kids two and three times. We never ever turn anyone away if they would like their child screened. You're probably wondering how a parent knows. What do they do? Beginning in February on the district website on the front home page it talks about how we're accepting nominations and that you should contact your guidance counselor. It's also posted on the parent student page and Facebook. This year we also sent out a flyer to all teachers in the district. We try to cover all our bases. The Gifted & Talented process is ongoing and all students have access to that process. Obviously, parent permission is required for the process. Everyone gives us their list of names of students that they would like to have

screened. They nominated their students. We come up with our list. As far as the screening goes, the district identifies students as well. We go through the PARCC data. If you're a student currently in grades 4-7 we look at the PARCC data and we identify students that scored at a level 5, which is exceeding expectations. Clearly those are students that would benefit from being in the program. That's how we identify students in grades 4-7. Students in grades 1-3 haven't taken the PARCC yet. For those students we have to look at the STAR results. STAR is administered to the students in September and again in January. We try to find the students that scored 90 and above in one area consistently. We want to find those students that scored 90 and above both times, not someone that went 90 and then maybe dropped down to 79. That's how we create our pool. Then with all the nominations we get more. This year we identified 275 students. I think we had about 80 nominations. Next thing we know, we tested 352 kids just for this year and believe it or not 127 people said they didn't want to be tested. Just so you understand, 352 kids have been screened for the program for September. The Cognitive Ability Test is the test that we use in addition to PARCC results, report cards, and things of that nature. I have copies for you if you would like to see them. This is an example of the first grade book. There is absolutely no reading whatsoever for these students. Everything is pictures and it's read to them by the person administering the test. It's the same thing in math. There are no numbers. We would find the sequence by using an abacus. It's the same thing in second grade. There's absolutely no reading involved for these students. What this test does is test the child's reasoning ability. If anybody wants examples, they're here. The CogAT measures reasoning ability in the three areas most linked to academic success, verbal, quantitative, and non-verbal. Reasoning abilities have substantial correlations with learning and problem solving both in and out of school. It also gives us a balanced view of the child so we're able to see what their quantitative skills are compared to their verbal skills. Up here we have two examples of CogAT questions, if anyone would like to take a stab at it. To answer these questions, decide how the first three words are alike and then find the answer choice that's most like the other three words. Apple, orange, pear...fruit, carrot, pea, lemon, onion. The correct answer is?

Comm. Martinez: I'll admit I got it wrong. The correct answer is D.

Ms. Route: The correct answer is D. A lot of kids jump to "fruit." They don't read all of the examples. It's "lemon" because "fruit" is the group they belong to. The next one the correct answer is K because they are all team sports that use a ball. That gives you an idea of what we're talking about. Let's take a look at the identification. This is what we use when we look at everything to identify a child. The guidance counselor administered the CogAT to them at their home schools. I just sent them out last week. They're all in Illinois right now being scored. Meanwhile, we're gathering all the information. The guidance counselors are getting the teacher questionnaires, one from their math teacher, one from their language arts teacher and one from their science teacher. We're getting parent questionnaires where the parents tell us any unusual things the child might do, at what age they started to read, or what they do for fun. The student questionnaire talks to the child about they love about school, what's their favorite subject, what they do in their free time. They also have essays in grades 3-7 that they have to complete. We look at the report card, STAR math, STAR reading, PARCC scores, NJASK scores, model unit assessments, and portfolios. A lot of times teachers will send us extra things to look at so we get the entire view of the child and all this is taken into consideration when looking at applications. What weight is given to each criteria? We don't follow a matrix. We're not putting any cutoff scores as far as them needing to score this high on the NJASK or they need to score this high on something else. What happens is the committee of teachers sit around together and

they use professional judgment rather than allowing a numerical cutoff score on the matrix to determine a child's placement.

Ms. Castro: Our selection process is a selective committee of incoming teachers. For example, if we have a third grade student that's entering fourth grade, then we'll have fourth grade teachers sitting on the panel along with other teachers. If they can't come to consensus, at that point they ask for an administrator to help with guidance and support.

Ms. Route: The teachers that are part of it also have obviously gone through the Gifted & Talented professional development. They have the 15 credits in gifted education, so that way they have more of an input on what child should be selected. At no point is the deciding factor given to me, Ms. Castro, or Ms. L. We just give them guidance and support if they come to us. As far as the analysis of the breakdown of our program, as you can see we have 223 students in the program. We have it broken down according to ethnicity and race. As you can see, we are reflective of the district in most of the areas except for one. In the news, this program was highlighted in Education Week, which is a national paper, in May 2013. The title of the article was *New Jersey Gifted School Serves Mostly Poor Minority Students*. We were highlighted again in the Washington Diplomat last September in an article entitled *Minority Students Underrepresented in Gifted Programs*. The gist of both articles was about Paterson Academy for Gifted & Talented and how it was examined prominently in both stories. The article centers on the underserved gifted student populations in urban areas and how school districts like Paterson are addressing the issue. Lastly, a year after the program was begun we brought in a private consultant to do an evaluation on the program and right up there is her end result. She had nothing but great things to say about the program, the teachers, the students, the identification process, and the demographics of the program. She said what a great job we were doing and I'm sure you all remember that presentation way back when. There are a lot of great things going on at the Paterson Academy for the Gifted & Talented at School 28, too much to put into a slide presentation. We always let you know the doors are open. You're more than welcome to come and see for yourself firsthand what our students are doing and what's happening in the school so that we can answer any questions that you or the public may have. That's the conclusion of the presentation. Sorry it was so fast. Are there any questions?

Comm. Irving: Thank you for preparing this. I know it's been two months in the making. I really appreciate it.

Comm. Cleaves: Why did you only provide data up to 2014 and not including 2015?

Ms. Route: For what?

Comm. Cleaves: When you gave us the data regarding the scores.

Ms. Route: NJASK ended and that's when the PARCC began. That's why the graphs look different.

Comm. Cleaves: Okay.

Dr. Evans: There are two tables, one for PARCC and one for NJASK.

Comm. Mimms: Good evening. It's great to hear all this great and wonderful stuff that's happening there. I'm excited about this program. I have a few concerns. When you

look at the diversity pool of how children are staffed, it's based on the testing. The problem I have is when you look at the PARCC scores they were high in the green, but the rest of the district is low in the red. I'm trying to understand. It's probably more for Dr. Evans than for you. How do we streamline this process where in the Gifted & Talented we have all these kids that are excelling and we're pushing them to excel even greater and then we have low test scores. This is School 28, but you have right there School 4 and all these schools that are right in the same vicinity and they have low test scores. I'm not sure what the teachers would say and I'm sure some parents would agree, but I think that would lower the morale. I have a school right in my backyard that's doing all these great things. They have all these great opportunities, but right in my backyard we're deficient. We don't have all the same opportunities. How do we mesh that together? It's more for Dr. Evans. I just think that this program is great and across the district we have other schools that have concerns. But we have a school right in the backyard of School 28 that has some serious issues. When I see this it sounds wonderful, but then when I see across the district all these other low scores, that's a concern for me. I want us to put more of a conscious effort into the rest of the district similar to what we're doing at Gifted & Talented. All of our kids matter, not just our Gifted & Talented. We're excited about those kids and we understand that those kids across the district may get bored in those classes so they need to be pushed. But we have to find out what's missing with our other kids as well.

Dr. Evans: It's a great question that's been asked by several of you, particularly since we created this program several years ago. The answer is still the same as I shared when it was first asked. The teachers in this program are specifically trained to get the most in terms of academic outcomes out of the students that they teach. The training they get while getting the 15 graduate level credits that was alluded to in gifted education is a major support in making that happen. The question then is how we transplant that knowledge in teachers throughout the district. Some of you have asked that question over and over again, probably Dr. Hodges more than anybody else. That's the fundamental question and you're both right. How do we help our teachers get the most out of kids academically? Part of what we're doing now at School 28 and some of our other schools is starting young with youngsters in the early grades. A reference I use a lot is growing gifted kids, providing opportunities that they may not be getting otherwise to help maximize academic growth starting with the youngest kids and then moving up from there. That helps.

Comm. Mimms: The additional concern to your point is that these are not teachers that just came into the district. These are teachers that were pulled out of other schools. That's why it's a concern for me. I know some of these teachers. They were pulled out of some of these low-performing schools to go to this school to help push these kids. They were in the other schools. That's the problem I have. Then they received whatever the additional training was. If they were in a low-performing school and their skill set said that they had the skills to go here, why didn't we maximize that potential where they were? That's the concern I have.

Dr. Evans: We actually have some teachers that are trained in the gifted model in other schools. There's a list.

Ms. Route: Two across the parking lot at School 4.

Dr. Evans: If I remember correctly, there were some elsewhere.

Ms. Route: The teachers were not pulled. The positions were posted and they chose whether they wanted to apply.

Comm. Mimms: I'm not meaning pulled. They applied for it. I'm just saying they came out of our district pool. It wasn't like they were outside and they came in. They applied for these jobs. They were here. The concern I have is that we're not tapping into the potential of the people that work here. That's what I'm saying. These people were teachers in this district. For us to allow them to apply to go to this great school when they were in schools that were low-performing is a concern for me. That means that we're not identifying the people in our district that do a great job and when we do, they apply somewhere else. That's the same concern with teachers leaving our district. They go to another district and do great things. That's the concern I have. It's not like we look and say we're taking you because you're great. No. They apply, you interview, and they get the opportunity. I get all that. That's my concern. If they were great at your school, they should have been great where they were and we should have identified them. But when we don't, it lowers the morale and then they apply to other places.

Dr. Evans: Expanding opportunities for more teachers across the district without the outcome being they're pulled to go to another school is part of the answer.

Comm. Cleaves: You said that there were other teachers in the district that have been trained in this model. You said they're in other schools. How are they performing in their other schools? Can we get some feedback as to how they're doing with their classrooms in the other schools? We're not getting any feedback on those. All we're concerned with is the one Gifted & Talented Program at one location. If we have teachers that are dispersed throughout the district, we need to know how they're doing and if they're having the same success rate in their classroom that these teachers are having.

Dr. Evans: We can get that information.

Comm. Hodges: As always, I'm extraordinarily pleased with the success of your program. I told you that before in many discussions. In fact, I want to give you more work. That's what Dr. Evans was alluding to. Given where you are in School 28 and given the enormous challenges that those students have, particularly the sensitive age of second grade where you're beginning to enroll students, I think there's an opportunity for the Gifted & Talented Program to create an entry ramp focusing on k, 1, and 2 grades and helping to develop the training and the skills needed to advance kids who are struggling. You might not have all heard this, but you had mentioned in the past that when students first arrive they aren't necessarily at the Gifted and Talented level but they quickly ramp up when they recognize what's required of them. I suggest to you that this district as a whole under-challenges its' children. Not the entire school district, but there are substantially more students here who can operate at that level but aren't exposed to the opportunity. That's the problem that I have. I'm a product of my own history and environment. I would not be where I am if my parents didn't go beyond what the schools that I attended thought that I was capable of doing. Trust me on that one. One of the problems I have is there are a lot of parents in this district who do not understand what their children are capable of, which is why you see the parents refusing to move forward in the process. They actually tell themselves that their child can't do this. I've watched parents who stood at meetings and said that's too much material for my child to learn. You're in a failing school district and it does not register that other people outside here do this and more, but we tend to baby our students. In fact, if you talk to graduates from the school, students who enter college, they will tell you that we don't prepare them well for college. In fact, when they complain about all the level of work we tend to ramp down. But when they go to college, that's not

possible and lo and behold they ramp up their efforts and manage to hang on. In some cases, not just hang on, but do very well. One of the things that you mentioned is that the applications or the awareness of the program is on Facebook or someplace else. Internet access in this city is a problem. It's not universal. There's a whole cohort of people who are not being exposed to that or who think that's a specialized program and their child cannot qualify.

Ms. Route: That's when we count on the teachers, guidance counselors, and the administrators in the building to plug the program as well and say to parents their child would benefit from this program and the application process is open. That happens. Just by the number of kids we've tested over who we identified.

Comm. Hodges: But I will suggest to you that it does not happen in some groups in this city to the level that it should. That's one of the problems that I have, over and above saying that a committee approach can be extremely subjective. In fact, when I first came to Paterson we were passing the HSPT at a 12% rate. I had teachers and administrators tell me that was the best that they could do given who they were dealing with. They don't tell me that anymore and we're not passing at that level because some people did not tolerate that or did not accept that. But there is still some level of that impression in the minds of people who look at a child who comes from a very difficult home life and says even though he or she seems to be able to do it they just have too much on their plate, or I don't think that they can do this. That's why I want the district to look at ways to go beyond that. We have a problem with reading. Given our financial status, I don't think we are going to have much choice soon. We need to find new and more effective ways to teach kids to read. That's what I'm talking about when I said that we need to avail ourselves of the Gifted & Talented Program to find a way to develop new approaches to teach kids to read more effectively. I still think that you can do that. I really do. Also, to support what Comm. Mimms was saying, I think there are a lot more teachers within this district who have amazing capabilities who are not given the same sort of support that your system provides to your teachers. They're not supported nearly as well in their ability to do more with their children. What happens in a classroom is you teach to the lowest denominator because everybody can't keep up with the top layer of kids. You moderate where you are and you tend to underserve a large portion of the students. That's what happens over and over again. The classes get slower and slower and lower and lower in terms of the level of information that's imparted to students. That's what we're suffering with and I'm still hoping for a plan to address at least the literacy using that staff, particularly in that particular building. Given the enormous resources, you should be able to have more of those students transition into that program. The State of Massachusetts years ago raised their standards across the board. What happened was you still had the same A through F certification, but at a higher level. The kids were still performing the same way they always performed, but instead of being down here, they were up here. If you raise that standard, you can have that same result here. It happened in Texas and in other places in the country. Those are documented. That's all I'm talking about.

Comm. Capers: I've seen this the other day in committee meeting. I raised different concerns. You answered a lot of my questions. You're doing great things. The school is phenomenal. There are some other things I want to point out that came to my mind. In committee we said the opportunity should be available for all our kids. I know you guys do a lot of in-house promotion with the principals. Like I presented to you in the committee meeting, I want to present to you, Dr. Evans and Ms. Shafer. With this school I presented an idea of having volunteer weekend testing. If any kid in high school wants to go to another college, they have to go test. Make this opportunity for all

kids to go to the school. What is the reading and math curriculum you use in there? Can we use this districtwide? Your test scores are great.

Ms. Route: Our teachers use the same curriculum that every other school uses in the district. We use IFL, Wordly Wise, and reading comprehension clubs in the younger grades. Everything that we use, everyone else uses. We do have Junior Grade Books. That's an addition. Alexander Hamilton Academy uses it, School 7 uses it, but that's not our primary. We follow the district curriculum and the standards for the state, but we go at a quicker pace and we're able to challenge the kids more. It's the same thing in math. We use the same math workbooks that everyone else uses.

Comm. Capers: As Comm. Mimms was saying, take School 4 for example. Are they on a different reading curriculum?

Ms. Route: No.

Comm. Capers: I know we have different curriculums in this district and some use different ones.

Ms. Route: No. We all use the district-approved curriculum.

Dr. Evans: It's all the same now. It used to be that way, but not anymore.

Comm. Capers: How long ago?

Dr. Evans: Ms. Peron, when did we change?

Ms. Susana Peron: We began to change in 2014 with the realignment to the Common Core. Now we are totally all the same districtwide in all contents.

Comm. Hodges: There's a lot of implicit bias and we need to find ways to push through that.

Comm. Castillo: First of all, I want to thank you and commend you for the presentation. At curriculum you answered a lot of our questions. A lot of the questions we've heard the Board members ask throughout a few meetings. I love the program. A lot of the students were left in the shadows because they were done. They got their work. They're done and sometimes they get into trouble. They're bored. Teachers use them as messengers. Now they're being pushed. I agree with Dr. Hodges because I feel like all of our students should be pushed more than they are. I think we're not doing our due diligence in that area and pushing all of our kids throughout the district. I do know that we have amazing teachers. The only difference, and please correct me if I'm wrong, is that these teachers have been through that 15-credit training at Rutgers. I know now it's a little difficult, but in the future if we could provide more of our teachers the training so they can help our students, I think that would benefit across the district. These kids are working with the exact same curriculum. They don't have anything extra in their building. They don't have anything extra in their curriculum. They just go at a faster pace. Just the support that they've built in the building with the teachers, principal, and administration has been great. If we can somehow move that training and that support to other schools that's what will benefit more.

Comm. Martinez: There was a common thread that I heard in all of the comments and I agree with Dr. Hodges and Comm. Mimms. It speaks directly to the level of expectations. We demonstrated it. It's the same curriculum. Teachers for the most

part have the same training. To echo what Ms. Castillo was saying, it would be good to offer that same training for those teachers. If that training is being used to extract the most out of our students, it shouldn't just be for the Gifted and Talented students. We should take the same approach with all of our students. The common denominator here is we as a district and parents. Dr. Hodges, what you said I've heard far too often, parents who make excuses for their child. It speaks directly to the level of expectations. If we are going to coddle and make excuses for our children, they're not going to excel and that's true for teachers, community members, and family members alike. I'm not saying anything new. This is not rocket science. If we don't raise the level of expectation for our students, they're not going to excel. Guess what? When you push the kids and you challenge them and force them and you say we will not accept anything but your best and greatness, they will rise to the bar. But we at times become very complacent and accept it. Their home life is difficult so we're going to coddle them and say we're not going to push you too hard. That is the exact thing that keeps us in the situation that we're in. All the more reason we have to push those children because in real life you're not going to be coddled. When real life comes at you and gives you obstacles, you have to get tough and overcome them. You don't cower down and someone is going to rub your back and say it's okay. It's not. As a district, as parents, and as community members we have to raise the level of expectation. This is how we'll dig ourselves out and get all of our students in the district to perform at a Gifted and Talented level. The curriculum is there. The approach is there. Everything is there. We have to raise the level of expectation. That's the common denominator we heard here in this presentation.

Ms. Castro: It also needs to be noted that the expectation for all our teachers, whether you're at School 28 in Gifted & Talented or not, is the same. We don't set different expectations for our gifted students and our School 28 students. To add to your point, Dr. Hodges, we have a partnership with William Paterson. It's coming up on the agenda for Board approval. We are requesting approval for an after-school enrichment program where we have identified case students this year to participate in an after-school program with the hopes that those students next year will continue with the enrichment program and be inclusive within a teacher schedule to have additional interventions. Those teachers have also been trained as part of the Gifted & Talented Program. We have teachers at the K level that receive the same certificate as the teachers in the Gifted & Talented Program.

Comm. Mimms: Just a recommendation, I don't know if we do peer-to-peer training as one of the forms of pedagogy in the district. We have the majority of the teachers that were in the district now at this school that is performing very well. I think having a conversation or a forum with these teachers to their peers to talk about how their morale changed when they went to the school, what happened when they started teaching, and was their pedagogy different. Sometimes it becomes monotonous and you feel like you're not being appreciated. We need to find out from these teachers and then build a forum from that base with those teachers present. Then you can have other teachers come to the microphone and they can ask questions. Maybe there's a box where they can put suggestions anonymously in the box. Someone can read it out and find out what happened. They're the same teachers, but the shift caused them to excel. They might have been great teachers where they were, but we know a change of environment, atmosphere, and feeling appreciated and valued makes a big difference. I think just having peer-to-peer training will do a great service to the other teachers in the district.

Comm. Hodges: To whom will this program be available?

Ms. Castro: To our K students this year at School 28.

Comm. Hodges: They will be held at School 28?

Ms. Castro: Yes.

Comm. Hodges: Okay. Again, this is an opportunity, Dr. Evans, to really go after some of our serious needs and to try to develop some tools with which to more effectively address the reading program, which really hampers a lot of children. I know you don't ask for reading, but language is extremely important to cognitive development. If your child is not exposed to language, speaking, and that kind of thing, then they're not being developed fully for their age group. That's one of the reasons it's extremely important to push that at a very early age. This is also why I want programs like that to be instituted, going after kids even before they get to preschool. Studies are now revealing that the more language and speaking you're exposed to as a child between birth and second grade, the better your cognitive skills. We've got to push that as our kids come in at least 1,000 words behind in their vocabulary. It does impact their ability to engage in critical thinking. I still have that program request on the table. Thank you very much.

Comm. Irving: What are the highest sending schools who have applicants of students who apply or test in the district? Don't guess. Just get it to us.

Ms. Route: I know Dr. Campbell helped us out with that. School 1 would send us a lot, but at a particular grade. Keep in mind, School 1 finishes at grade 5.

Comm. Irving: Here's the reason why I'm bringing that up. What has precipitated a lot of this conversation has been conversations relative to the access and the availability of the program to the entirety of the Paterson community. All that you said is great. The only concern I have is just about the Board understanding exactly where the kids are coming from. I think that tells a narrative about what needs to happen next. I think that's a critical piece that's missing that's not being asked in this conversation relative to the sending schools and where kids are coming from that are applying, and also where they're being accepted from. As I talked this through there are really two questions about access and availability and then acceptance. Only then can you look at a trend and say there's something here or something not here. We know the program does well. I've been there when Comm. Cleaves invited the Board members for history day. We sat through some of the presentations. I think the greater concern is just making sure we're being honest and aware of other communities in our town that may not be receiving the information as well as others. If not, I think we do owe a responsibility to those communities to ensure that we reach out or find alternative ways to do so. I think getting that information for the Board would be really good.

Ms. Route: Each year we do meet with the guidance counselors of each building and we explain the entire process to them. They are our point people at each school. We can't be in 52 schools at one time. They're the key person as far as getting the word out to teachers as well, but there are a lot of teachers out there who love the program, know their students would benefit from it, and are very eager to send those students to the program. That's not always the case.

Comm. Irving: Right, but I think the latter is also true. Without the data I can't say categorically. I don't think we should assume one without the other. Do you have it?

Ms. Peron: Dr. Campbell put that data together from 2014, 2015, and 2016. I do have those charts right here. I can go through it and read it to you, but we can send them to

you. In 2015 a large majority of students came from Alexander Hamilton, School 19, School 25, and School 9. That was just for 2015.

Comm. Irving: Dr. Campbell, do you have the last three years? I get what everybody is saying, but the conversation that we've had is not about the efficacy of the program. I don't think anyone here is going to discount that. The question is about the accessibility of the program relative to the greater community. You can't know that unless you know and look at a trend of where the kids come from. It's not your fault entirely. There has to be conversations with guidance. I think anyone who's looking at a program has to say we have a lot of kids from these four schools over the past three-year trend. Something needs to be done. We all share a certain level of responsibility. Dr. Campbell, I'm sorry.

Dr. Jeron Campbell: I can send this to the Board, but what I looked at were the kids who were actually there for the past three years. There are a couple of things. One, you would imagine that most of the kids come in in the second grade and would matriculate up. That's not necessarily true. What I found was that you get new students every year in all grades. That was actually surprising to me because I presumed that they get a group, but it's not necessarily true. The school that sends the most is School 25. There's never any more than four that come from any given school in any given year. It's like one student from Dale Avenue, Martin Luther King, School 14, School 27, and School 28. It's a range, but there were a fair number of students who do apply, don't get in, or who apply, gets accepted, and then decides not to come. I have all of that data.

Comm. Irving: I think it's important to send that because then you can start charting and seeing if there's a trend that exists. If there's no trend that exists, in all fairness, there's not much efficacy and validity to the fact that folks are being shut out. But when you look for data, you're looking for trends. Sometimes you just can't say we had 300 kids who applied. Where do they come from?

Comm. Cleaves: And do we have any schools that never send a child or never apply?

Comm. Irving: That's when you start drilling down. That's what I care about more so in the conversation. I think no one is defeating the efficacy of the program. I just think for us to be diligent and responsible, getting that information allows us to say there are some pieces missing here. Hypothetically speaking, kids from the first ward are not applying in the aggregate compared to kids in the second and fifth wards. Maybe there needs to be an action plan for how we access schools and kids in the first ward.

Comm. Mimms: That's why analysis is so important, so we can see what's happening and you can program for that.

Comm. Hodges: There are trends that you can look at now. You can look at the AP attendance, who goes to AP courses and honor classes. You're going to see the very same kinds of problems in Gifted & Talented Program, which is why I raised the issue. I hear what you're saying with the transfer of various schools, but that's something that's systemic. You have to do something over and above to try to force that. What I'd like to see happen is to force that opportunity for two reasons. Number one, I want to expand the services. Number two, I want to make sure that the students who are capable, who don't know they're capable, and whose parents don't know that they're capable, don't get shortchanged. I've seen too many kids in this district and in my own personal life who don't get the opportunity because they don't know that they can do things. It's also an opportunity for us to do greater things in an area of desperate need - language arts.

Comm. Irving: Are there any other questions? Thank you all very much. Great job!

Presentation on the District Anti-Bullying Bill of Rights Score and Harassment, Intimidation, and Bullying – Investigations, Trainings, and Programs Update

Mr. Theodore Best: With the exception of Comm. Capers, everyone has been through one of these presentations before. By law we have to make two of these presentations a year, which is the investigations, trainings and programs that were offered for the first half of the year, as well as the Anti-Bullying Bill of Rights score from the previous year altogether. I'm going to run through this. Again, Mr. Capers, feel free to stop me. Anyway, you have a copy. We all know what bullying is by now. If you don't...

Comm. Irving: Ask somebody.

Mr. Best: Yeah. Here are all the requirements by law of how many reports we have to give and what needs to be included in the reports. Here are the actual meat and potatoes of the presentation. It gives you the total number of reported HIB incidents as well as confirmed incidents for the first half of the school year. You can see from September through December we had 199 reported incidents of harassment, intimidation, and bullying. Out of that, 62 were confirmed as being HIB incidents that required some form of remediation. It's 24% confirmed, which is about the state average. The state average is actually a little bit higher, 28%. We're at 24% confirmed incidents to reported incidents. Just to give you a historic example, since we started reporting in 2013 this gives you a breakdown by month. From 2013, 2014, 2015, and 2016 you can see the trends of how they report for that particular period. I just wanted you to see September, which is the first four graphs there. In 2014 and 2016 you see that there were 40 respectively. That's about a real number. We could expect those numbers and it's important to look at it this way because it gives you a baseline and a trend over time of what our actual real numbers are. The first year it was a little low because people were still learning about the process and how to do the investigations. Now everybody is up to speed and we pretty much have a benchmark. This is broken down by unit. You can go through it to see what schools have higher incidents and what schools have none. We still have a lot of schools that have zero reported incidents of HIB. It is possible for a parent or a student directly to report a HIB incident. We have the ability for parents and students to report anonymously if they see anything by simply going to the Board of Education's website. Within two clicks you can report an incident. That incident goes to the principal of the school and it comes to me as the Anti-Bullying Coordinator and an investigation will be done. Even though you see schools that have zero incidents that were reported, there is the ability, if parents or students felt that their needs weren't being addressed, to report themselves. This is for Unit II and this is Unit III, which are our high schools. Just looking at the trends you'll notice that our alternative schools have zero incidents of bullying that were reported. For the most part, that's not saying that there haven't been any incidents at the school. In terms of meeting the criteria for a HIB case, it hasn't gotten to that point. There have been fights and other altercations and conflicts between students. But in terms of the state definition of bullying, it hasn't met the definition because one of the people didn't feel like they were being victimized in a particular situation. It was a conflict between two willing participants. Totally you can see the training that we did for the first half of the school year. All staff members in all of our schools have been trained. Some of our staff members have been trained twice during our PD day, as well as the principals do it at the beginning of the school year as well. We've had 24 different assemblies. We require at least all of our schools to do two assemblies for all of the students that are relative to culture and climate or HIB issues. Then there have been six that were done

for the community and parents at large. Here are just some of the examples of the different types of trainings that we do. Here is an example of some of the types of programs we provide. Training is a one-time event. A program is something that's ongoing and reoccurring throughout the year. Here's an ABR grade. Part of the Anti-Bullying Bill of Rights legislation requires that every school annually do a self-assessment to see how they're measuring up against the law. Once the self-assessment is done, it's submitted to the state and the state verifies that score. Here are the verifications of the scores from the state. A maximum score of 78 is what you can get. This year we scored 64. You can see an upward trend over the course of the last several years. We started out at 48, 54, 59, and now we're at 64. I would say the overwhelming majority of our schools are in compliance in terms of HIB reporting. All the staff has been trained and they're doing a good job in terms of reporting incidents that may be HIB. This is just the breakdown by school in terms of what they scored. We have some schools here that are a little bit lower. For example, School 3 is a 49. I think that's actually a good thing because this starts out as a self-assessment. They're being honest. They're showing that they actually need improvement. It's very easy if you have a maximum score of 78 to just give yourself a 78. They were being honest with the fact that they needed some more improvement, some programs that were added to the school, and this gives them a chance to improve. Are there any questions?

Comm. Irving: When will be the next report you'll give to us?

Mr. Best: September or October. That will include January through June.

Comm. Irving: Thank you, sir.

DOT.com Therapy

Comm. Irving: Let me just set the context for this. We know that the district has had several different issues regarding compensatory services, specifically recently with speech therapy. Ms. Coy has proposed a hybrid approach in order to catch up with the compensatory services involving direct services with speech therapists and also a model that employs speech therapists through a web-based platform. The Board in committee had a very interesting conversation where we spoke with the co-owner of the platform. We also had the opportunity to do a video session with one of the speech therapists. I think the Board was really impressed. At this stage there is a request from the district to pilot the online component in one of our schools in order to test its efficacy and make sure that it fits the needs of our district. We felt it was necessary, besides being an action item, for it to come before the Board in a more formal presentation.

Ms. Cheryl Coy: Good evening. What you have in front of you is a copy of the action plan, a PowerPoint from Dot.com Therapy, and research information with regards to their company. Recently the district has been charged with trying to get our support services or related services back in place as of February due to a prior contractor not being in place anymore. As a result, we've searched many contractors. We've called over 40 contractors throughout the State of New Jersey to replace services for OT, PT, and speech. Due to it being so late in the year, these providers already had their staff assigned to other districts so it was almost impossible to try and get the speech, which is the higher volume of related services that needed to be replaced, back in place. As a district we decided to think how we could collectively move on this to get these services back in place for the students so the time is not being gapped on their services. I started to research other areas where other districts have shortages to see what they were using. A lot of our rural districts and some surrounding districts such as New York,

Pennsylvania, and Connecticut are using online speech therapy. We started to investigate the different companies and I stumbled upon Dot.com Therapy. I spoke with Emily and her team about a week ago and explained to them what we were going through with regard to the shortages of speech, OT, and PT. They do cover OT as well, but my major concern was speech because that was the volume of where we needed to get things back in place ASAP. As a result, on Friday night I received a text from Christie who works in her department who said Emily would be there Monday night to help support your district to get your speech services back in place. We had already seen presentations as to how it works. The children are more interactive. We find it to be of benefit for a lot of our older students who right now in the high school speech is in place for them, but when the speech provider was there they were refusing it because they were a little embarrassed to be pulled from classes around their peers. For them, that would be almost a double win. We would be able to schedule speech sessions for them on their schedule next year where they would just be able to go to an assigned technology room, put their headsets on, align themselves up with the camera with a teacher in the classroom, and be in an intimate environment of their speech services being provided. I created an action plan to identify the amount of hours to date as of February 7 – I projected a little ahead – of where we're short with the speech, the OT, and the PT. You'll also see on the Board agenda tonight a submission for Delta Therapy to cover the OT services. OT will be fully back in place as of Monday. PT is fully back in place. Speech is the only area that we were still struggling to get support. If you will look at the PowerPoint that is being presented on behalf of Paterson Public Schools through Dot.com Therapy, Emily brought some things to light that I've been saying, but it's right here in real numbers. She's a speech therapist. Her company has done the research nationwide. Her CEO is a Harvard graduate. He took a lot of time in getting the numbers right when making these presentations. Right now there are over 26,000 vacancies for speech therapists throughout the nation. It's not just Paterson that's struggling. There are a lot of other districts out there that are struggling, and that's when they started to go to different supports like Dot.com Therapy.

Comm. Irving: I don't know if you want to share anything different from what you talked to the Board about.

DOT.com Therapy Representative: Sure, if there's anything in particular, I'm happy to focus on that. I do want to let everyone know that this model of service delivery using innovation is endorsed by the American Speech Language Hearing Association. It is effective and it removes location as a barrier and allows students to access certified qualified therapists. We are providing the students with an incredibly high quality service.

Comm. Irving: Thank you. Are there any specific questions about the virtual component relative to the speech therapy? I will also say anecdotally as a committee last night we just wanted to make sure that the Board had a chance to hear it. This is a new and different approach to providing services. I don't think it's as different to kids, especially older kids, because they're used to being on their I-Pads or I-Phones. But the biggest piece is that there are services that need to be rendered. By law and morally and ethically we have to make sure these kids get these services in a timely fashion. I think at the end of the day that's the greatest emphasis. I think it also may afford us an opportunity to look at service delivery models in a very different way and keeping up with technology and changing times, too.

Comm. Capers: These services start in our district this coming Monday?

Ms. Coy: OT will be starting as of Monday. PT is already in place. We're covered with OT and PT? Speech is where the delay was. The speech that we want to bring in Dr. Irving said he would prefer that we do as a trial at a school. We're going to do it at School 18 since they have the technology supports there with the multiple computer rooms. We're going to do it there for about a week, two weeks at the most, to see the results that we get. Then we'll go from there. If anybody here is concerned about it, you can always say you want to see a session. You can log in from wherever you are and watch a session go on to see the fidelity of it.

Comm. Capers: When you say results, what type of results are you looking for?

Ms. Coy: We want to see how the children respond to it.

Comm. Irving: Cheryl, just as a point of information, the action isn't on the agenda for tonight for the pilot. I'm just looking under our voting resolutions for this evening. It is not there. We can certainly put it on the agenda for next week and start there. I know we discussed it and it was supposed to go on for this evening.

Comm. Capers: I was just trying to see how you measure results.

Ms. Coy: How the students respond to it based on multiple grade levels. The benefit is School 18 is a k-8 school. We can try every grade range to see how the students are responding to the therapy. When they log in, how focused are they? How attentive are they to it? Are they staying on task with it? We want to be able to monitor and come back and say this does have great possibility to be successful in the district.

Comm. Capers: How many students are we looking at?

Ms. Coy: School 18 has 85 students receiving speech.

Comm. Capers: So we're looking at all 85.

Ms. Coy: If we can schedule all 85, yes. Most of them are grouped. When we say grouped, they can be a minimum of three and a maximum of five. For the online therapy the recommendation is not to go more than three.

Comm. Capers: Thank you.

Dr. Evans: I just want to thank Ms. Coy for turning this around so quickly.

Comm. Irving: We discussed this.

Dr. Evans: We've been challenged with providing particularly related services for reasons I know the Board and everybody understands. Ms. Coy worked and you see the fruits of her labor in addressing the issue of OT, PT and speech, which are the big three. There are other related services, but most of our kids are clustered in those three groups. She's turning it around very quickly to minimize any gaps in services for our youngsters. I just wanted to thank her publicly.

Comm. Irving: Cheryl, can you just make sure that action gets on the agenda for next week?

2017-2018 School District Budget Preparation Update

Dr. Evans: I've laid out a possible format for the Board to consider for the discussion – and obviously it's your call – in terms of how you want to proceed. Beginning with Ms. Ayala coming and providing an overview of a PowerPoint to summarize a lot of the information you've already heard, but some additional information as well. Then if the Board desires, we know the Board still has comments and questions it wishes to offer, and then public comments and then resolutions for a vote. That's our recommendation as it relates to proceeding with the conversation.

Comm. Capers: I just want to know the process here. This is my first budget process. If the budget gets voted down, what happens here? What are the steps? There have been questions. Do we have local control over the budget? I don't know what the process is. I just want to hear it from you.

Dr. Evans: If we're looking at QSAC, budget development is in governance. Budget management and oversight ongoing is in fiscal.

Comm. Capers: So it's not in fiscal.

Dr. Evans: Budget oversight is fiscal. We have several QSAC experts in the room, but if the Board votes in the negative as it relates to the budget then I will need to first have a conversation with the President about possible next steps. That includes whether or not approaching the Commissioner with a different outcome.

Comm. Irving: Dr. Evans and I did have a conversation this week with the Commissioner's staff. As it was explained to us, if the Board does indeed vote the budget down then Dr. Evans has the authority to go to the Commissioner to override our vote. If she decides to grant that, she can and probably will.

Comm. Capers: Just from my understanding, we don't have control over the budget. It sounds like it's a gray area. It's not a cut and dry area.

Comm. Irving: It is not that clear and cut and dry. The Department of Education's lawyers made it very clear to us that the process that is currently in place is that the Board under finance has the authority to vote on the budget. If we vote it down, the Superintendent through the process that we signed has the authority to go to the Commissioner.

Comm. Capers: So it's just like any other past year in how you've been governing over the budget.

Comm. Irving: That's correct.

Comm. Hodges: The public is not aware of the letter that you sent us. I annoyed the poor Superintendent at his home last night. After our discussion the Superintendent called me back and there are a number of issues. You said the budget preparation is your part of it and oversight and management is ours. What were the terms that you used?

Dr. Evans: Is Director Best still here? He's our QSAC guru. I think the specific reference in QSAC is budget development is governance. Budget oversight and management is fiscal.

Comm. Hodges: At the Superintendent's suggestion I also called Mr. Snider today.

Comm. Cleaves: He probably gave you the same answer he gave us yesterday.

Comm. Hodges: He was attempting to bring in one of the lawyers. I said you assigned this calendar to us. You're doing this. So if you're assigning this calendar, why can't you tell me whether it's appropriate for us to be in this position? Have somebody tell me from the state. It's crazy. The term is development. We're being asked to vote on this. We're being asked to vote on something that we haven't had a strong discussion about. We've taken \$1 million out of some of the programs. What's that going to mean for kids? A big part of your method to address our lack of performance is to use after-school programs. You're cutting after-school programs. What does that mean for our ability to make any strides academically? By the way, we have an agreement that we have to reach certain levels of standards in order for us to get to transition. If we don't do that, then what happens? If we haven't had that discussion, where are we going? Am I wrong, Mr. President?

Comm. Irving: For that I think this Board is faced with an inevitable task to do what we have to do relative to this budget. Dr. Hodges' point is correct. It still doesn't change where we are. I think the Board still needs to get a presentation for what the plan of the Superintendent is. As part of the statute we were not granted an extension to vet this budget at a later time, nor were we given a clear understanding relative to whose purview this process falls under.

Comm. Capers: Are you talking about the state when you say clear understanding?

Comm. Irving: From the Department of Education.

Comm. Hodges: He could not tell you.

Comm. Irving: He couldn't tell you either.

Comm. Hodges: He could not tell this district how we were assigned to that status. They're the Department of Education.

Comm. Irving: Again, I think when we get through the questions and on to the resolutions for a vote there's a firm decision that I think needs to be made by this Board whether or not we support this process. I want to get into the presentation. I think Dr. Evans needs to in order for us to be able to ask him very tangible questions about what happens to be here.

Dr. Evans: If we can start with Ms. Ayala she'll take you through an overview of some things you've heard, but some things that you may hear differently in terms of outcomes in terms of the budget. We've been working right up to the last minute in preparation for this evening.

- **PowerPoint Presentation on Budget Adoption**

Ms. Daisy Ayala: Good evening, Commissioners. Basically, I wanted to highlight some of the achievements that we have had in the past. If you look at the financial planning that Lerch, Vinci & Higgins did in 2012, he said that we would be in the red in 2014-2015. Those are some of the hurdles that we've achieved, as well as local control in the finance operation. Some of our significant challenges have been flat funding. We've been flat-funded for quite some time. In addition to that, we will be facing federal aid

reductions. On top of that, we have the significant cost drivers such as salary increases, health benefits increases, pensions, increases in worker's comp, transportation, charter schools, as well operations of the buildings and things of that nature. This is a very small piece of what we've been discussing in finance. We had a comparison from the CAFR showing these categories and how we've grown over the years. What I decided to do is to show you the last two years, comparing it from this year's to next year's budget. Then we have a slight increase from the prior year's budget. As you can see, we have revenue of \$456 million. The original proposed budget was \$498 million, a difference of \$41 million that we were out of balance. One of the things that we did was the courtesy busing. We eliminated the Twilight program and Young Men's Academy moved into Prospect Park, so that added to some of our costs. Personnel and non-salary reductions - in the non-salary reduction I had to cut some of the proposed budget. For example, security was cut down to \$1 million. Facilities were cut \$2.5 million. Transportation, technology, unemployment, and others - that's where you get the \$10 million. Before we looked at staffing, we tried to look at non-salary items. We looked at what the trend has been. We looked at what was spent last year and we looked at the justification. If it's something that we need, it stays in the budget. I'll call the department head and try to negotiate. Maybe we can postpone like we did with technology. We postponed some of the things for the next budget cycle. If you look at the budget, you probably saw the slide which is the adequacy. The budget says for you to have an adequate budget you should have revenue of \$482 million. As we know, that's not the case. That means that we're short \$70 million. This is just categories of the reduction in staff. Here is a breakdown of that \$70 million. \$22 million is equalization aid and \$42 million is because we haven't raised taxes in over 20 years. This is just a breakdown of the revenue. We've seen this in the past. As you can see, federal grants we know for a fact will get less money this year. That application hasn't gone through yet. We increased the tax levy 2.8%. That's just to give you an example. That was on my prior presentation as well. That's just a model for you to work with on an average home of \$100,000. You had asked about the trend for consultants. I gave you a trend for the past three years. Another cost driver that we have that's significant at almost \$12 million is charter schools. You'll see in the bottom the number of enrollment and the top number is the dollar amount that impacts the district. Again, administrative costs have dropped from last year to the subsequent budget from \$1,572 to \$1,519. That's because a lot of the reduction was done at the administrative level. Again, I wanted you to see the trend of fund balance that we actually have spent and there's very little left. We've reviewed this in the past. I showed it at the last presentation. That means that after the budget is submitted July 1 we only really have \$2.3 million which is a very low number for us. We should have a little over \$9 million in fund balance for any kind of emergency that arises. This goes back to the same thing. That's a projection, so it's very important that I as the Business Administrator ensure that we do end up at \$22.6 million this year because we need \$17 million of that to support the subsequent budget. Once we're done with this process, 100% of my attention will be focused on looking at what purchase orders are open and which ones could be closed to ensure that \$22 million. Future cost drivers that we need to think about, for next year and the year after we don't have a collective bargaining agreement in place. Health benefits continue to grow between 8% to 10% and currently we have close to \$80 million in health benefits alone. If you do the math, that's a significant increase. We no longer have fund balance. We need to keep that in mind. It's been stated that the state is going to put some money back in the pension, but they didn't say how they were going to pay for that. We just got a letter that the amount will increase significantly by about 2% to 3%. Increase in labor relations, substitutes due to absence, increase in charter enrollment, and the upcoming addition to PCTI. As I said, we postponed some of the needs for technology to the following year. Again, we have one of the oldest schools in the State of New Jersey. Some of the reality checks are we are

upon the cliff. We have limited state aid. Dependency of fund balance and reserve is no longer available. Protection of assets necessary for our programs - we talked about programs and Nancy Castro has a wonderful program that we would like to see across the board. But with money not being available that hinders some of the programs that we would like to see across the district of Paterson. We desire stability. If we had financial stability then we could focus on what programs we can bring on board. In front of you I'm presenting two resolutions. The Board resolution for a tax levy payment schedule is just a formality of schedules. Then the Board resolution to adopt the 2017-2018 budget as well as the changes made to the preliminary budget.

Dr. Evans: I have one additional comment. Ms. Ayala went through it pretty quickly, but I often get asked about administrative costs. Many are quick to say we are top-heavy. Page 14 puts that in perspective. What it shows is a comparison of administrative costs for the entire northern region of the state as compared to us. What you see there is that we are significantly less when compared to all other districts in the northern region of the state. I only point that out because I get asked so many times about how we compare to others. We're significantly below. Each year we've subjected our administrative staff as well as some of our instructional staff to cuts because we've been flat-funded for so long. I needed to mention that because I get asked so often.

- **Board Comments and Questions on the Budget**

Comm. Hodges: What do those numbers represent, \$2,138?

Dr. Evans: Is that per pupil, Ms. Ayala?

Ms. Ayala: Yes, it's cost per pupil. In the north region, according to the budget software, we're allowed to spend \$2,138. What we spend is \$1,519. We're well below what we're allowed to spend, meaning that the administrative cost is very small.

Comm. Irving: Other questions?

Comm. Capers: In a nutshell, we're house poor, right?

Ms. Ayala: Yes.

Comm. Capers: We live in a mansion and we're house poor. We're living in a mansion we can't afford to live in.

Comm. Irving: The point he's making is we have a \$500 million budget and we're still struggling.

Comm. Capers: We're still struggling. This is my first time doing this whole process and I was learning from the other Commissioners what they were talking about. There are more charter schools now. We're giving money to all the other schools. We have to start consolidating some of these academies, especially high school academies. We look at the IB program at Garrett Morgan Academy. I said this in the curriculum meeting the other day. You have the Garrett Morgan engineering program. Why can't we consolidate that program with the IB program at International High School? It runs along the same line. It could go in the same curriculum. It's an engineering school.

Comm. Hodges: No.

Comm. Capers: Not the IB, but we have to consolidate somehow. We can't afford this. This budget does not represent a quality education for our kids. My daughter is at School 27. I'm fighting for them as well as everybody's kids. This budget just doesn't represent a quality education. We can't afford to really fund these schools. I'm sorry to be so blunt, but it is what it is. We're house poor. Instead of cutting teachers and all this other stuff we have to start consolidating schools and think more outside the box than just the old way of thinking about business. Comm. Rivera, you know because you're on finance. Every year costs go up and that's what's going on in this budget here. Everything keeps going up every year and we keep being flat-funded. We just can't keep operating the same. We have to come out of our mansion somehow. We have to get out of that mansion so every kid can get a quality education, and also safety issues.

Ms. Ayala: If you recall, at the last presentation I talked about this is the 2017-2018 budget. What about the 2018-2019 budget if we're flat funded?

Comm. Capers: It's going to be even worse.

Ms. Ayala: Before we even start planning we're going to be \$25 million at least.

Comm. Capers: So next year we're going to cut more teachers?

Comm. Irving: If we're flat-funded.

Ms. Ayala: If we are flat-funded we have nothing left in reserve but \$2.3 million.

Comm. Irving: Folks, I'm going to have to ask you to keep it down. I can't hear as a Board member. Thank you very much.

Ms. Ayala: We were hoping that we got a little more state aid this year, but that was not the case.

Comm. Irving: I'm sure we all have a boatload of questions. Let's just go right around, knock out whatever you have, and we'll finish with the finance guy at the end. Comm. Capers, do you have any else?

Comm. Capers: Instead of raising taxes, like every Commissioner said and vice chair put a resolution on the floor, not to raise taxes. Then we come here again and now it's \$2.8 million. Is there any other way? I know the President talked about the bonding issue. We have to make a tough decision here. Raising taxes, the county didn't do it and the city didn't do it. They figured it out and we need to figure it out.

Comm. Castillo: It's frustrating. That's to say the least after we've tried to look at this budget. The tax levy I'm not even going to speak about because we voted against a tax levy. We didn't want it to appear. We didn't want to do it because we know our residents can't afford it. We can't afford it. There are a lot of Commissioners on this Board that own properties and they feel the same way the residents and the parents feel. How can we say we're going to raise your taxes and on top of that we're not giving you a quality education for your children? It's ridiculous. It's not something that I can personally live with because my brother goes to Rosa Parks. Just like Comm. Capers was saying, it's difficult to see our kids struggle. Rosa Parks is an arts school. Great! They have to walk to a school to perform or they have to do something because they don't have the access anymore to go out and learn. If we're not cutting teachers, that's

probably the only good thing on this budget – that we're not getting into the classrooms one more time.

Comm. Hodges: Mr. President, I would prefer a discussion with the Board about what their issues with the budget are and how this gets actually implemented. We can go around, give our commentary about how we feel about the budget, throw up our hands, yell and scream, throw a tantrum, and say we're not going to vote for it. That's not enough. We're still responsible for the education of those children over there. Sometimes what someone else says informs what I have to say or changes my opinion.

Comm. Irving: So you're saying you have nothing to say right now.

Comm. Hodges: I have plenty to say right now, but it may be altered by what somebody else has to say.

Comm. Irving: That's fair, but what I'm trying to do is have an orderly process. If you're somehow congealed by what someone else says, we'll come back to you after that.

Comm. Hodges: I didn't get the impression that you were going to do that.

Comm. Irving: We're not just going to go around and that's it.

Comm. Hodges: If Comm. Rivera has to go, I'll yield my position to him and come back because I have other questions that I'm formulating.

Comm. Irving: Dr. Hodges, just ask your questions. Again, some folks may be jarred by the comments that are made here. I think we are prepared to do this process for as long as it takes for us to feel comfortable to then at some point be able to either vote this budget up or down after we have the public comments. Remember, we have to go through this process, still give the public the opportunity to comment on the budget, and then have the actual budget vote.

Comm. Hodges: That was my other issue. I was concerned we were just going to go ahead.

Comm. Irving: No.

Comm. Hodges: Okay, good. Does this sheet come from this, or did you make changes?

Ms. Ayala: No. That is what I'm asking for approval for some of the changes to address some of the special education. We made some reallocation of funds.

Comm. Hodges: This is no longer valid. Is that what you're saying?

Ms. Ayala: It's valid until the county approves it and I submit the changes.

Comm. Hodges: These two are not equal.

Ms. Ayala: They're not equal, but if you follow that it tells you exactly where the changes have taken place.

Comm. Hodges: My problem is in terms of the Board being able to intelligently know where all this stuff fits. We don't have the opportunity to do that. That's the issue that I

have. It's not your fault, but that's part of this whole issue of the Superintendent going down tomorrow and saying, "I'm submitting the budget," when the Board hasn't had adequate time to really know what's going on. We barely have this receipt from our Board. We received this copy plus the agenda that we had to go through at the same time. Now the numbers have all changed. I have to figure out where they come from.

Dr. Evans: Ms. Ayala, correct me if I'm wrong. The major changes evolved from action being taken for special education. Because it's being investigated or there's an inquiry, there was a stop put on making any changes in special education. Any monies that were represented in the initial document that you received where the function of restructuring special education, not changing or diluting services, simply moving the location from out-of-district to in-district, that was really the only change, continuing to implement the IEPs, had to be held and not pulled back until that inquiry is complete. Meanwhile, the deadline is upon us to submit a budget. I don't think there's anything that goes beyond that in that sheet. Those changes are a function of putting back what was taken out for special education or what we anticipated reducing for special education.

Comm. Hodges: You had to take it from some place, Dr. Evans.

Dr. Evans: We did, and that's what that reflects. It's taking it from some place.

Comm. Hodges: So you've changed the budget that we have here. That's my issue. You've changed the budget. I have to try to figure out where the changes are.

Dr. Evans: I explained that a week ago.

Comm. Hodges: Hence we wanted to delay it because we're in a position now where even what we received is no longer valid. I don't know what the implications of these changes are. I don't have a chance to go through them right now because we're at the table, which we said we wouldn't be forced to do anymore.

Ms. Ayala: Let's keep in mind that if July 1 comes around and for argument's sake some of these charter schools don't come into play, December I'll have a notice reducing that. That will change the budget as well because I would have to reallocate some money to some of the lines that we decided not to do.

Comm. Hodges: But I won't have voted in the blind. That's my problem. My job is to protect the interests of the community and the school district and to know what I'm doing. Everybody up here is supposed to know what they're voting on. That's the bottom line. And to know what the impact of what they're voting on is going to be for those kids. I have no idea what the impact is going to be. None! If you do, please tell me because I don't know.

Dr. Evans: In the memorandum that I shared with the Board in the workshop last week I gave you a list of items that were being substituted in the budget because of the special education situation. That was the purpose of the memo. It had the listing a week ago.

Comm. Hodges: Let's go through that then. You removed \$300,000 from I&P.

Dr. Evans: I gave you big categories. I&P I didn't look at specifically. That was a function of the bigger program budget. In fact, I can tell you exactly.

Comm. Hodges: So given the fact that we have...

Dr. Evans: Here it is. I indicated the issue with special education. I noted the \$4.3 million that we put in because we're moving programs from out-of-district to in-district. It had to be made up some other way. I indicated that there were four areas from which it would come. District office staffing, \$1 million, and I think we came in probably \$1 or \$2 either above or short \$1 million. School level administrative staffing, \$1 million. School level instructional staffing, \$1 million. Bank cap for tax revenue, that's how we went from \$2 to \$2.8 million. That represented about \$400,000 total. It's those four categories that staff took and then ultimately determined what the \$1 million in district office staffing positions we were cutting. Do you follow me?

Comm. Hodges: I understand that, but my single concern is what's going to be the impact on curriculum and instruction. That's my major worry. What's going to be the impact of all this on curriculum and instruction? We have a transition requirement that says we have to reach a certain level of performance over and above our overall need to be better as a district. To qualify for local control in instruction and program we have to make certain that we reach a certain level of performance. My concern is how this cut impacts on that. Number two, the state outstripped us in PARCC last year in terms of performance in many areas. How does this budget enable us to close that gap? I know that you rely significantly on after-school programs to do some of that. With the loss of those programs, what is the plan? Can you afford a plan to compensate for that loss?

Dr. Evans: Part of it I answered last week and the week before and I'll repeat it. Our youngsters come to us in the early grades or after transferring in from elsewhere performing lower than we want them to and expect them to. That's the function of our after-school programs that have already been talked about to help make up that difference to help accelerate academic growth among our students. Those programs, in large measure, will be non-existent. There will be a few, but we cut dramatically in those particular programs. Number two, there were some circumstances where we noticed in some schools class sizes were smaller than the norm. There are a variety of good reasons for that to occur over time. They start out large and they get smaller as students transfer in and out or across the district. There was some consolidation of some classes to go from class sizes that might average for a particular school or specific subject from 15 to 18 or 19. Any time you go up above a certain number, and I don't know what the current research says, there was some years ago that says if you have youngsters who are predisposed at-risk in classes that are typically larger than 18 or 19, you're going to have some challenges. Particularly if they're behind and you're going to try to help them catch up, you're going to have some serious challenges doing that. Each time we do something that improves class size, and we have, it impacts.

Comm. Hodges: You mean increase class sizes.

Dr. Evans: Increase class size. Correct. Those are the two biggest areas. There are other areas that are impacted, but those are the two biggest ones that will impact on instruction and outcomes for kids.

Comm. Hodges: Is there a plan to compensate for this loss? Are we looking to do something differently? God knows we're not the only district that has money problems. 80% of districts throughout the state are struggling in some way or other. We have to do something else in order to compensate for where we are. What's the plan?

Dr. Evans: The biggest one is professional development for our teachers. Don't forget that the number one factor associated with student achievement is the quality of instruction in the classroom. Ms. Peron and her staff have done a yeoman's job in first writing that curriculum and making sure it's uniform, as you've already heard, across the board. We recently invested a tremendous amount of resources and we continue to invest a tremendous amount of resources dedicated to professional development to improve the quality of the teachers in the classroom. I hope that not only do we see improvements in student achievement for reasons that we are talking about, but also to address the gifted issue that the Board discussed with us a few minutes ago. Professional development, if done right, will have an impact. It may not completely close the gap that we're talking about, but it will go a long way.

Comm. Hodges: Do we have the funds in order to provide that professional development?

Dr. Evans: Not all of it, but we still have some. Is Ms. Peron over there? She must have stepped out. Ms. Peron, can you come to the microphone? As you approach, the question has to do with how much funding we continue to have for PD we're doing for the rest of this year and then as we look into next year. Funding for professional development to continue to build capacity among our teachers to deliver all of the curriculum that we just wrote for this year and then if you know what it is for next year as well.

Ms. Peron: Honestly, I don't have the number in my head for this year. All of our professional development contracts, if we have contracted out, with IFL we're finishing up this year. We gave the Board the sunset plan for IFL. That's completely done. Then we have a few other contracts left. I would have to really put that number together for the rest of this year. For next year, in lieu of the situation that we're in, what we've done with IFL is we've trained the trainer. We actually have teacher leaders and supervisors who will for next year provide a lot of our training. We are not really contracting out too much of our training next year out of the local budget. We do have the capability and the authority to use federal Title funds. Title II is allocated for professional development, but we have really taken a look at the professional development contractors that have come into the district that have been affected and the priorities that we have set forth in the content areas. Next year we're focusing in on science. Science is something that is a priority and because of the NGSS, the Next Generation Science Standards, our teachers need additional training in that area. Those are some of the types of professional development that I can think of right now, but I really don't want to limit this conversation. I would rather prepare something for the Board with more detail.

Comm. Hodges: What I'm suggesting, Dr. Evans, is given these losses in these areas something is going to have to be developed between now and September so that we can at least try to compensate for some of these issues. We have two major problems, as I've already stated. Number one, it's our job to close the achievement gap. Number two, it's our job to close it enough so that we can still qualify for local control. I have no certainty that we're going to be able to do that given where we are now financially. How many of the 341 courses...

Ms. Peron: 417, to be exact.

Comm. Hodges: How many of the 417 courses will we have full staff for?

Ms. Peron: I have to get you that answer. We're conducting the audit now. We will be well prepared because we have begun the scheduling process in the high school. Also,

we're taking a look at elementary because we're going to do some different things around music and art as well. I have to get you that information.

Comm. Hodges: Dr. Evans, I think what we need to do is look at our contract numbers, how we pay all our staff. In particular we have to begin to focus in on our benefits. What I'd like to see is where we are in terms of the scale across the state. Are we in the middle, the bottom, or the lower scale, particularly in benefits? You have a contract coming up now and I imagine, given certain sensitivities that have arrived, it will not be an easy one. There are some serious implications for us in terms of being able to pay and retain teachers, particularly science, math and whomever. In this it mentions the child study team area has gone from a tentative budget of \$11,216,788 down to \$10,900,000. There's a loss of \$284,115 for child study teams. My understanding is that was a bottleneck in the past. What does the loss to that kind of funding do to that particular area?

Dr. Evans: There are different opinions about why and the source. So much so that I'm hesitant to talk about it because it's one of the things I know that the DOE will be looking at. They're looking at everything because staffing was one of the items that were in the complaint. So I'm real hesitant to make a public comment about that.

Comm. Hodges: Okay.

Dr. Evans: Specifically we're talking about a group that was mentioned.

Comm. Hodges: Then at some point this Board is going to have to have an executive session which discusses some of those areas as well as the negotiations that are coming up, which we have not had yet. Charter schools - and I may vary on some of the positions here. I do know that when this Board went to the City Council, and I see a City Council member there, I want to thank the City Council. When we came together and put a request for a moratorium the state, without answering us publicly, did in fact give us a three-year moratorium on opening any new charters. If you look at the graph it shows that. They honored our request without saying that they were going to do it, but they did in fact honor our request. I want to thank the City Council for coming together with us to do that. Now we're looking at an \$11.9 million increase in the charter school costs, which you now had to take and figure out how to take the money from. I'm really worried about what that's going to do in terms of diluting the overall educational program here. I have more, but I'm going to stop right there to give other people a chance.

Comm. Irving: Thank you, Dr. Hodges. I want to make a very general statement. I've had the opportunity to ask Dr. Evans several different questions and also in finance. I'm just very disappointed with the overall process that we have gone through. Last year we did get an extension from the Commissioner's office when we wanted to discuss this budget more. It was granted because we found ourselves in a very similar situation not getting the information in a timely fashion. This year we were not granted with the information. Comm. Capers brings up a good point about what's sustainable. There are some very real conversations that I think need to happen well beyond just this budget adoption about, not just what's sustainable, but what this district will look like as this budget gets implemented. At this stage, I'm procedurally less concerned about the budget and more about the implementation of this budget and what it looks like. I am concerned now, Dr. Evans, with making sure the Board receives the implementation plan relative to this budget. You and your staff will have to make whatever cuts necessary because this is indeed your budget that you've certainly proposed. But I want to make sure that the Board gets in a timely fashion the implementation plan that

seeks to actualize. Remember, your budget is your plan. It's your financial plan. It is what you're putting together to fiscally say what you need to be able to keep this ship moving and to ensure that the children of the city get the education they deserve. If this is the plan you say you want, and it seems like you're going to be going through and adopting on your own, the Board needs to be able to monitor the process by which this gets implemented and the timelines associated with it as well. I know some of that is mentioned in here, but there needs to be an extensive presentation and then subsequent conversation and even work in the respective committees. Maybe you want to assign committees the responsibility to oversee different aspects. If there's a personnel piece, the personnel committee should be looking over it. If there's an operational piece, the operations committee looks over it, governance, etc. At this stage, I have nothing else to say than what I said last week. I'm just thoroughly disappointed with where we are. We will and need to at the end of this process put together a policy that certainly delineates or tries to avoid getting to this process. I think a great deal of this still hinges on the administration and the ability of the administration to get its act together and prepare that information for us.

Comm. Cleaves: I'll be brief also. I don't think there's anything that's being said this evening by any of the Commissioners that has not been said more than once numerous times. As a Board, I believe that we all know and Comm. Capers is learning that our responsibility is to vote on a balanced budget for the district. With that said, Mr. President said that we'll continue to go through this process until we're comfortable. I'm not comfortable. I am disappointed. I'm not comfortable. I cannot be comfortable with a \$2.8 million tax levy that we specifically asked unanimously to be removed from the budget. We asked for the \$2.0 million to be removed and that was removed but then it was replaced with \$2.8 million. Disappointed is an understatement as to how I feel about this process and what has gone on in terms of carrying out what was going on with this budget. I think also a lot of the questions it seems like Comm. Hodges has would come once we know what the action plan is going to look like for this budget. Whether we vote it up or down, someone has to make a decision on this budget and there's an action plan for every line item that you have here. So if there are decreases in line items and increases in line items, the action plan will show us, which is something we don't get right now, how you're going to carry out making this budget work within the district considering that we are losing. We're not gaining anything for our children and that's the purpose of us being here, to make sure that we're always providing the best for our children. Almost \$500 million is a lot of money, but we have a lot of students and a lot of needs. We're not a typical district. I cannot be comfortable knowing that we are somewhere down the line and directly shortchanging our children. Things had to be cut and they're the ones that are going to be suffering. It's sad that we could not come up with a better plan for this, but moving forward hopefully the lines of communication will get better and stronger. Our job is to make your job hard, Dr. Evans. It is not to make your job easy. I'm sure during this budget process you have felt the wrath and you will continue to feel the wrath because all of us up here our main goal at the end of the day is making sure that our children that are entrusted by the parents that we make decisions for are not being shortchanged. With this budget, I feel that they are. Like Comm. Capers said, we live in a mansion and we're feeding our kids sardines. It's not fair. We have to get better. We have to do better. We have to figure out a way how to make this work. Our kids are getting the short end of this deal. You should go back and tell your boss how disappointed we are because we're telling you how disappointed we are. You need to relay that to who you report to and who decided that this would be enough money for us. You need to let them know that it's not and that we don't want you to think that whatever you just give us we're willing to accept. This is unacceptable and it is very disappointing. It is disappointing also to the parents that just keep coming out and expressing themselves. The more we ask them to come,

the more they feel as though their voices are not being heard. It's sad and disappointing. This is not going to be comfortable for any of us. It is what it is, but it is not comfortable. It is not acceptable and it is very disappointing. That's all I have.

Comm. Martinez: I'm saddened at the place that we find ourselves right now. For all the efforts that were made to try to make this a fair and balanced budget that would benefit our children, it's just not. Simple and plain it's not. Unfortunately, that ship has sailed. We can't go back and change it at this point. Through our vote we'll speak about how we feel about that. To President Irving's point, I think right now the focus has to be how we maximize what we have in this budget and make sure that our students are going to get the best bang for the buck for the few bucks that we have. Again, Comm. Cleaves raised a good point. Dr. Evans, no offense directly to you, but I wouldn't be able to sleep at night knowing that I submitted a budget like this to someone in the state and said, "This is good. We can live on this. We can educate our children on this." You simply can't. That's the fact of the matter. What I'm going to say next I mean no disrespect to anyone involved in the process because I understand to a certain extent you're beholden to your employer and you're looking out for yourself and your job. This whole budget thing was a bait and switch. How can we in good conscience be expected to vote on a document that is ever changing and evolving? To this day we're voting on this in a few minutes and we still haven't seen the final document and know what it entails. We still don't know. How can we vote on this in good faith? It's shameful. It's embarrassing. It's a bait and switch. We've been kept in the dark the whole time, given this and that, we're going to move this and change that. It's bait and switch the whole way. Then you expect us to vote on this in good faith for the benefit of our kids? They're the ones who are getting shortchanged. How do you sleep? How do you go to Trenton, submit this document, and say our kids are going to be able to benefit from this and our city and our children will gain from this when you know it's simply not true? I'm going to leave it at that because my vote will speak for itself, but I'm saddened and disappointed at where we are right now.

Comm. Mimms: Wow. Here we go. We're sitting here at this table and hindsight is 20/20. So many times we talk about making right choices, what our decisions will do, and what the consequences will be to the decision we make. Here we are at the table for some choices, some decisions, and some consequences that we now face. On March 15 on our agenda there was a preliminary budget application that needed to be approved by this Board. I spoke out against it. Before the vote I spoke out to every Board member to not vote on that budget. We did not see the application. Do not vote on what you have not seen and you have not touched. Some voted no, the majority voted yes, and the budget was submitted. The very next day, I took charge. I sent an email. I went to the community. I went to our legislators. I spoke up against the 2% tax levy that was in the application. As a result of that, all the Board members came together on March 22 and unanimously voted. The newspaper gets it wrong. My name was never mentioned in the newspaper and I was the person who stood out singly on this Board and fought against the 2% tax increase for homeowners. The reason I stood out is the Mayor of the City of Paterson has found a way to present a budget to the community for once and for all where there was no tax increase. The county, through the great work of our freeholders, presented and put together their budget and they found a way not to increase the taxes in the City of Paterson. Shame on this district for even looking to introduce a tax increase! 2% we said no and our votes didn't matter. After we came back to the table and unanimously voted against it, not only were our voices not heard, but we were offended by it being 2.8%. It does us a disservice week by week coming to the table, sitting here, voting, and asking for additional meetings. I went to Daisy's office. I went to the Board office and sat there. On March 29 to that day we had not yet seen the budget. Thanks to Dr. Hodges for calling and fighting through

the School Boards Association at 5:00 p.m., an hour and a half before the meeting, I physically got a budget, which now we're saying has more changes. This budget does not represent the needs of our kids. There are schools closing that we own the buildings. There is no music and art for our children. No librarians. We're reducing that. There's a cut in our after-school programs. We still have issues in special education. Cursive writing is not available to all of our students. We have facility improvement issues and the list goes on and on and on. My biggest is the 2.8% tax increase. To slap the homeowners in the face, we have in our presentation this is what it only looks like for people that pay \$100,000. Saying that to a community that has 100% increase of taxes over the last 12 or 13 years, I don't care if it was .8%, it's too much. If you've driven through the city there are boarded up homes. People can't afford to live here. They're losing their houses by the droves. We fought and spoke up against it. That's why hindsight is 20/20. When we sit here, go through the analysis of things, present it to the Board, and say it to the district, you have to listen. You have to listen to what is being presented. The people are suffering. Parents, children, and homeowners are suffering. I'm not coming with additional problems to what's going to happen tonight because I said my vote a few weeks ago and tonight I'm going to make it clear. If I was Jesus, I would turn the table over like he did in the Bible. That's what the Bible says. It's supposed to be a house of educating our children but we made it a den of thieves. Here's what I'm proposing. I've asked for the last three and a half years to have a financial strategy plan put in place for this district. Has it been done? No. Now we're at that place that is no longer asking. I'm demanding it. If we had it in place, we would not have the current issues now of saying here's another deficit or something else that's presented. We had an unexpected charter school \$12 million surplus that came into our district. Here's my proposal – we need to put a resolution in place when we sell our buildings that those buildings are not sold to charter schools. My third proposal – I'm not sure that all the Board members will vote. I'm quite sure but I'm not sure at all. After this vote tonight we need to write a letter and state the echoes of our sentiments that this budget does not represent the needs of our children. It needs to be sent to the state and every Board member that is in opposition needs to sign it. It's not enough for Dr. Evans to go present this budget even after we vote it no. We can't let it stop there. We have buses going to the state hearings. After this is done we need buses. We need to go to the steps of Trenton. I said it last week. We need to send letters and emails to Kimberly Harrington's office. We need to call her office. We need to do social media. Get YouTube. If you do a Facebook or tweet on Twitter and you get a whole bunch of likes, it gets the views of the public. We need to put these things in place because our children deserve a quality education and not crumbs. This budget represents crumbs. It's not just about us looking to see where the deficits are. What are we giving our children? What are we doing differently to help them? We talked about Gifted & Talented tonight and some people are doing well. We have 28,000 kids in this district. That's just a small number. What is it, 223 kids out of 28,000? That's a small percentage of all our kids here. Our kids deserve better. This budget does not represent it. I am disappointed. I am just appalled at what we're doing to our children. If you did it to yourself, I would pray for you. But to do it to the 30,000 kids, I don't want to hear anybody else say parents are not here. We're here. Some of us at this table, I don't know how many, are parents. We're community members. We're fighting at this table. People elected us to come here and to fight for their children. Some people are embarrassed to come to the microphone because they don't know how to articulate their words. Some don't have transportation to come here. We have so many recommendations and new hires that come into the district. I spoke out against some people. We hire them in, didn't have the certification, they worked, left the district before their time was up, and we have to pay them until the end of the year. They don't even have the credentials. I fought against it and we still did it. We lost \$140,000. Shame on us because we don't listen! We do not listen to people that are at this table

voicing and giving recommendations to make this district better and to educate our children. When will our kids get the education? When they will get the right teachers? When will the right administrators be in? When will we boost the morale of our teachers? If we overlook teachers that should be in Achieve 3000 and should be the next in line for promotions because of nepotism then we're not going to get the education for our children. It's too much nepotism. If I don't like you or have a personal issue, you don't get promoted. We have to stop it. We have to stop what we're doing in this district. We're not children. This community is dying because education is the root of everything that happens. If we kill our children here in this district, they go off to college and they can't even sign the contract. They get a job and they can't sign their paychecks. Then to hear that we're going to introduce cursive writing only to a few grade levels? Shame on us! Who makes those decisions? It doesn't benefit our kids. Where is our heart? Where is your passion for doing what you do? Or do you do it for a paycheck? That's the question. Do you do it for a paycheck? Our kids are suffering. Kids are dying on our streets. They're dying in the district every day because we don't do our job. It's not that we don't come here because we as Board members come here week by week in committee meetings and all types of stuff for no pay. We love our children and this community. Our children deserve better. This budget doesn't do it. I'm not voting on this budget ever if it looks like this. My vote will be absolutely no. If I was a curser, it would H-E-L-L no. Thank you and goodbye.

Comm. Redmon: That's hard to follow. As a district we're operating on a slippery slope. Week after week we come here, we sit and waste our time looking at a friendly version budget, a revised budget, and another budget. Right now we're looking at the peaks and apples of what's in here. It is not a sufficient budget to operate with these children that we call ourselves educating. My thing right now is even the changes. We can't keep cutting. We asked to cut from the top already. We already did administration. We already went down to certain schools to move students and reevaluate programs that we have. We can't keep doing this. It's not fair to us as a district. It's not fair to other urban districts that are going through the same thing. This is not just a Paterson problem. It is an urban district problem. It seems like it's being accepted. I understand, Dr. Evans, that your hands may be tied because are your supervisors. But our hands are not tied. I'm going to say this to you – it's very disappointing that the way the budget process is saying that it was presented to us the same way it was last year. Last year was my first year and it was a learning experience. I had three different options on a budget that was presented to us. This year there was only one version that was never presented to us. It came after some pushback from the community that they wanted to see what was in the budget. We got a friendly little version of the budget and we worked upon that. Sitting here tonight at this table, when we voted unanimously to take the 2% off the table I thought we had some leverage here that we could negotiate and go back and forth. I thought we were going to have a negotiation process. This Board didn't. To me it feels like my work doesn't mean anything. It seems like I'm sitting here voting on stuff, it goes over our head, and whatever is not liked is changed. For this process I can tell you what I'm going to vote on. I'm going to vote on the budget because it's a process. When we were elected, we were elected to a process. Do I agree with this process? No. My vote will be no because I just can't see us as taxpayers in this city, it doesn't matter if it's \$100,000 or \$5. The state has not given the money that is due to us in over eight years. So why should we keep accepting the taxpayers to pay up their share if the state is not paying their fair share? I can't agree to something if the state does not pay their fair share. I will consistently vote no on a budget when they don't put the fair share in. That's all I have to say.

Comm. Rivera: Good evening everyone. I'm just going to say a few things. Dr. Evans and the administration, you have to help us do our job. It may seem here that we're getting out of our boundaries, but we're not. There was no transparency in this budget process. Our job as Commissioners is to approve a plan that provides the level of service that we feel our students deserve. There was no transparency. As Commissioners and as residents, we want transparency. We want the public to be included in the whole process just like you would see at the county level and the city level. That didn't take place this year at all. It was just very disturbing. As Commissioners we understood, at least in the finance committee, what we were facing this year. We took it upon ourselves as a committee to come on a Saturday and have not cuts, but a few discussions on how to do business a little different. Comm. Mimms always states what we are doing to evaluate the programs that we have put in place, but that wasn't the reason for that meeting. The reason for that meeting was to have a conversation with the administration and find ways to do business differently without reducing services. We wanted each department to come forth before the finance committee and present ways to save money without reducing instructional staff. We thought we had a great meeting. After the Saturday meeting we go to our first finance meeting and we anticipated some of these departments to come in. That was the first time we decided to cancel that budget meeting that we had. The department heads that came before us didn't have anything proposed. They didn't bring anything to us and we told them the days are over that we do this. We're going to hold people accountable now. We have to change the way we do business. If you see here, something was given to us where it has a list of all the department heads that submitted proposals on ways that we can save money without reducing the level of services in the district. We also asked that a lot of the consultants be reduced. That was the extent of the finance committee meeting, asking for things that were done in the past when we had a huge surplus that we could no longer afford. To your point, Comm. Capers, there was one time here that we had a \$50 million surplus. A lot of programs and academies were put in place. Going back to Comm. Mimms, we don't even know if those programs are working or not. The next question should be can we afford those programs. We could afford them then. Can we afford them now? That's something that didn't take place last year when we laid off all those teachers. No one took the time. If I'm wrong, please correct me. I'm not saying this budget process was perfect because it wasn't transparent, but at least before we even considered reducing any instructional staff or teachers we made sure that we were cutting consultants. We also asked you, Dr. Evans, to reduce staffing at 90 Delaware and for you to do an assessment and see what was needed or not needed. I'll conclude at that. It's just interesting. I've been in the finance committee for the last three years and it's funny. Although the newspapers continue to say that this process was held hostage by the finance committee, actually they were more transparent last year than this year. Last year we had many discussions and we had comparisons in the finance committee of how much money we spent last year compared to what we're budgeting this year or what this year's budget would look like. That didn't even take place this year. It didn't take place this year. When I was there it didn't take place. I just want to conclude by saying that a lot of the Commissioners here have the right to your opinion. But before something gets put out there let's make sure that we do our research and know what actually took place. The same information that was presented to the Board as a whole was presented to the finance committee. Thank you.

Comm. Hodges: I do want the public to have an opportunity to...

Comm. Irving: I wanted to jump in there next.

Comm. Hodges: Before you do that, I have some questions at the end, but I need to make one statement. We're going for full local control and we have local control in fiscal. You can't simply point your fingers at daddy and say, "Daddy, you didn't do this." You can't do that. You chose to vote on the budget without having it presented to you. Mr. President, it's the obligation of the Board President to work with the Superintendent to put together an agenda. No agenda should come before your Board members if they have not seen the material. No item on the Board. To say it's just the Superintendent's fault is not fair. I climb up Dr. Evans and I drive this man crazy. I call him at night and this other nonsense. He gets paid well and he's supposed to handle it. But the facts are the facts. We did this. We did it. If you recall, I was screaming about having an open and transparent meeting about the budget before back in January and February. Some of you got mad at me about that. When I went to social media you were mad at me about that. This is what I was calling for. This is my 15th budget. You're supposed to go through the budget before it gets to the County Superintendent, which we have done year after year after year. You go through and get a sense of what is going forward. That didn't happen this year. It's supposed to. That's what's supposed to happen. We couldn't be in this position just now seeing this. Even if it's not the actual budget, you have a ballpark idea of where you are. That did not happen and we voted on it anyway. We did it. You can't blame him for that. We did it. You can say, "Dr. Evans, as the supervising authority you should have known better than to give it to us." I agree with that. But we accepted it and you can't say it's only his fault. No. We voted for it. The reason why this is so terribly important is because when you get local control, there's nobody to blame. It's us. If we don't understand that we're supposed to protect our parents and community before this gets this far, then we're dead. He can leave here tomorrow and we're still stuck with this budget. The planning that has to go into this budget has to be done while the budget is being put together. He has to have an idea of where he's going, not afterwards. Now you're just figuring out what you have left. You're stuck after the fact because your hands are tied. You can't change the numbers. If you had ideas or questions about what the impact on this and that, maybe we need to add more money here versus more money there, you can't do it. The budget has already been struck. That's why this is late. What I'm going to do in terms of my vote is not based on the shortness of funding. That's not his fault. That comes from the state. The process is what I'm upset about. I could not tell anybody what was in here and I still can't. I'm a little frustrated because I think we have to accept the idea that we're partially responsible for this. We are. If you vote for something when you don't know what's in it, you're partially responsible for it, whether you believe it, understand it, know it or not. Otherwise, what you should have said was, "I'll vote no because I didn't see it." What you're doing is signing a contract that you don't know anything about.

Comm. Irving: Let me clarify something. As I look around this room, you are certainly here the longest, but I've been here just as long as anybody else. It has been the standard practice of this Board to get the introduction of the budget at the Board meeting and to receive it. What follows that has always been a budget presentation at the following meeting. That did not happen. While I do agree with you that in hindsight the Board should probably have said no it that is the standard process that we've done for at least the last six and a half years that I've served on this Board. Barring one additional meeting, as I shared last time that we did not have this year, I don't think an additional meeting or conversation would have stopped this process. This process has been flawed. The issue isn't about the structure of meetings. The issue is about the transparency of information and by which the Board and the community gets the information to be able to vet it and have a conversation. We began this process almost three and a half weeks ago and we just got the information last week. That is not the Board's fault, Dr. Hodges. I have to disagree with you publicly. That is the

Superintendent's fault and their responsibility. Their job is to give the Board an introduction of the budget that we receive and acknowledge. Our job is to then vet the budget at the next hearing, which should have been the following week, in order for us to discuss. What we got was a one-page litany from Dr. Evans about what he wanted to do and not the budget layout that Daisy did last week. That would have normally been the presentation that we typically have. We can continue to point fingers at each other about process, but I know what I have done for the last six and a half years. I know that it is not this Board's fault for where we are and I don't think it is fair for anyone to lecture or try to chastise anyone, except for themselves. If you want to do that, by all means you can do so. But I'm not going to sit here and let the bulk of the Board or even the people in the community be swayed or congealed to believe your opinion is fact. From my perspective, it is not and I think from the perspective of the majority of the people here it is not as well.

Comm. Martinez: Correct me if I'm wrong, what was voted on that day was the introduction of the budget, not the final budget. Am I correct?

Comm. Hodges: No, you're not. If you read the language, what was voted on was the chart of revenues and the submission of the tentative budget. That's what H11 said.

Comm. Martinez: The tentative budget.

Comm. Hodges: But you didn't see the tentative budget.

Comm. Irving: Let's not get into semantics. The bottom line is we are where we are. If we want to continue to toss around back and forth at each other at who's to blame and not to blame, here's the truth – we're not going to agree. That is not going to change. We're not. You're not going to agree with him and he's not going to agree with you. All we're going to do is pontificate to make ourselves feel better. I think at this stage I'm going to let you say what you need to say. After you're done, I'm going to make a motion to hear from the public and then we'll come back and figure out what the heck we want to do.

Comm. Rivera: I'll keep this very brief. During this whole budget process the administration was trying to scramble to try to balance the budget. We were told the due date to submit this budget to the County Superintendent was whatever the date was.

Ms. Ayala: March 9.

Comm. Rivera: Thank you, Daisy. It was March 9. We were told as a Board we're balancing this budget. We're not reducing services and so on with most of the things we asked for. We were told that this was a tentative budget and that we could go back and make revisions later. It's just like the City of Paterson. Normally in every city the introduced budget looks like the adopted budget, but it can be changed. In the City of Paterson the introduced budget never looks like the adopted budget. When I voted for the budget it was because it was time to submit this budget. The administration finally balanced the budget and we were able to go back and make the changes that we we're supposed to make.

Comm. Irving: Guys, I'm not going back and forth and that makes no sense.

- **Public Comments and Questions on the Budget**

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.

Comm. Irving: This is the public hearing on the budget.

Mr. Corey Teague: Let me just start by saying all of your comments up here tonight are valid. I know sometimes this is a frustrating situation for all of us. You guys were handed something that wasn't even completed and still isn't completed. As I said on social media, I'll say here. There's no reason for you to take the blame for something that you have no control over. Like I said, let Davis and Dr. Evans handle that. Let them put their name to it. You don't have to put your name to it. I've been following the whole process. I know a lot of parents don't necessarily follow the details of the budget, but I have. It's ridiculous. Last night I did a live feed. I know I can be extreme sometimes. I asked the Board to walk out. That's what I would have done if I was there. I think it's a real embarrassment to you as Board members when the public comes up to you and says, "Hey, what's up with this budget," and there are things there that you can't even explain to them, particularly that tax increase. I understand that if you really break down the increase to each individual taxpayer it doesn't come out to a whole lot, but the fact of the matter is as a Board you put together a resolution that there would be no tax increases at all. Paterson is already suffering enough. For that to be put back with an additional 2.8% above what you asked for, you all know what happened, it's ridiculous. Secondly, the notion that special education is what's holding everything up is really ridiculous. There are federal laws in place that protect that in any regard. If you really want to save money, go back to your top-level administrators and start cutting back over there. You had a consultant here who was the BA and his contract was pretty sweet. You had to provide somebody to help him and then if he couldn't complete the job you had to continue paying him six months after he left. I really think tonight as a Board from what I'm hearing you guys are going to vote it down, but it would be nice if you guys just walked out of here. It's ridiculous. When you're treated with that level of disrespect as elected officials I think it warrants walking out, not just as a show of unity, but to demonstrate that you are tired of the same old same old business as usual and you need to send a message that you want to stand up for the children. Initially that is why you ran. You ran because you said you were going to fight for the children, advocate for the children, and stand up for them. Tonight is the night to make that happen. I know you guys make that happen every day, but tonight is the night to show it and to make that stand. I thank you for your comments tonight. I'm listening to everything that's being said and I truly am happy that you guys are standing up against this because it's truly a disservice to our children. This is not the end. After this process, you're still going to have to go back and find out what to do with the budget that Dr. Evans is going to submit anyway. I wish you well.

Mr. Errol Kerr: Good evening Mr. President, Dr. Evans, and Board. After last Wednesday's meeting, I went home and perused the user-friendly budget that was handed out at the meeting. It made some difficult reading for me realizing that at the end of the day it's about our children. Dr. Evans, I must let you know that I was particularly angry regarding what I saw in that document. I know in this district we have a motto that goes like this – "Children First." But this document did not reflect that sentiment. The document showed complete disrespect for the children that try to earn an education in this district. To me, when we talk about children first, the whole business is about sloganeering than it is real. For many years I sat on this Board and at a time like this I usually talk about are we doing the best job in terms of pushing back at the Department of Education and letting them know that there's not adequacy in our budget. You have always been known to say we have enough. As I sat here tonight

and I listened to the Board it's like I was listening to myself speaking. It just seems like it's getting home to most of us that there is not enough in our budget to effectively deliver the kind of education that we need for our kids here in this district. My appeal here to you tonight, Board members, is that we stand in defiance of this budget. You must vote no. Don't be complicit with the Department of Education. If you vote this budget down tonight, Dr. Evans can override that vote with a veto and this budget will not be at your hands. You can do that. Don't carry around the weight of this budget. If you vote yes for this budget, what you'll be saying is that it's okay to impose a 2.8% tax on the people of Paterson. It has now become the practice. Last year it was \$5 million. This year it's \$1.1 million. Next year, if you do not have a fund balance, where's the money going to come from? You're going to go back to the taxpayers of Paterson. Please don't walk around with this budget on your backs. Say no to it. Thank you.

Ms. Rosie Grant: Good evening ladies and gentlemen. As you started this process I asked the question how we are doing at providing a thorough and efficient education for Paterson's children. I have examined the budget in detail and I don't think that we're doing well and we're shortchanging our kids. I already raised my questions, they've been answered, and I'm still convinced that we're shortchanging our kids. We're not providing a thorough and efficient education. But I do want to pose the question again as you vote tonight and as you consider this budget. A lot of the conversation has been focused on cuts. If we're not already doing well and we're cutting things, how much worse are we going to be doing next year? I hope we get to the point where we're talking about all the things that we're adding at some point, but lots of things have to change before we get there. One thing that jumped out at me is we were talking about returning to local control. I heard that conversation a little bit tonight, but I don't see a place in the budget where there are funds for a Superintendent search as we move into this process. I don't know if there's some place where we can massage money out of that. If we're returning to local control we will also be engaging in the search process for a Superintendent. I remind you of your oath as elected School Board members to faithfully, impartially and justly perform all the duties of that office. The primary duty is getting our kids educated to a high level. I asked the 'how' and I also want to ask the 'what.' What are you doing to demand adequate funding from the State of New Jersey in order to meet the thorough and efficient constitutional clause? If we were getting the funds that we're entitled to under the School Funding Reform Act this would be a very different conversation. Again, I urge you to get into the conversation and the campaign to make sure that the money that we are owed by the state comes to the children of Paterson so that we can do a better job by them. Thank you.

Ms. Marcella Simadiris: Peace and blessings. Before you start my time, I just need to clarify something. My comments had to do with the G&T presentation and there were three sign-in sheets when I walked in. One was for the special meeting, one for the workshop, and one for the budget. Can I speak on the G&T presentation?

Comm. Irving: Of course. You can say whatever you want. Even though it's specifically for the budget you can still say whatever you want in your three minutes.

Ms. Simadiris: I just wanted to first ask if I overlooked something because I've been keeping my eye out to see when this presentation was coming and I didn't see anything on the district website regarding the G&T presentation. I was planning to have some parents present for it. If I overlooked something please let me know. I just think the fact that it was scheduled tonight with two other presentations and the whole controversy with the budget is actually demonstrating a lack of intention with regards to this concern. I think it should have been put off at a later date considering the concerns that were brought forward. There are issues with the data that was presented in that

presentation. I know according to the newspaper article that came out regarding demographics something was reported differently. It was reported around 14%. I was under the understanding that was this year's data. Dr. Campbell told me that was from last year. We had gotten those figures back in the fall and the figures we had come to a consensus about children of African descent was at 12%. That was back in the fall. That's why I was under the impression that the demographics that were reported in the newspaper article were from this year. To see the report of 21%, that's a huge jump from 12% last year. It's a little concerning and it raises some red flags for me. Last year what prompted me to start asking these questions was the fact that I would go out in the playground and it didn't appear that I was seeing hardly any students of African descent. All these kinds of disconnects demonstrate a lack of trust. I suggested that there be some community involvement in the selection process. I'm wondering if that conversation ever took place. It's all very institutional and I think when we're dealing with sensitive issues like this we really need to work hard in engaging the community. There are a lot of children that aren't feeling comfortable. I can't speak for them, but I think it's our responsibility to engage the community. I can help you with that, creating spaces to engage the community. Just like they brought out in their key points that the state requires that there be a space for Gifted & Talented children, the plan to manage equity also requires that there's intention in making sure that the demographics reflect the district. What I didn't hear was what steps they are taking to ensure that those demographics are reflective of the district. Have there been any interviews with any of the children of African descent in that school to see how they feel? I didn't hear anything about the requirements of enrollment in order to take part in the application process. I didn't hear anything about that. Also, are all teachers trained? Are music teachers trained? Are the physical education teachers trained? When we're talking about Gifted & Talented, it's multiple intelligences. If we're not training those teachers and if they're not involved in the selection process, then we have a bias. I would really appreciate it if you all would take those questions to them, because there are more. I'm going to do a good job this time and I'm really going to email them to you all. Hopefully you can get me those answers. I'd really appreciate it. We really need to get to the bottom of this. We need the truth.

Mr. Robert Scott: Good evening everybody. One of the things that I've been tasked to do representing the executive board of the PTO for the district is that the PTO leadership we have a position especially with everything that's going on. First and foremost, we want to take the time and we thank everybody for the leadership and everything that everybody is showing and the stance that you're doing for the parents, the kids, the teachers, and the district. Part of the thing that we're looking at, especially with our position, is that the Board has talked about different things that you want to do to create a more efficient and transparent process for the next budget year. In my line of work professionally we pride ourselves on bringing goals and objectives that are achievable, stuff that can be done with little or no cost, things that the pen stroke can actually accomplish. With that being stated, one of the things that the leadership board is requesting is that when the time comes when you're working on your efficient and effective budget, that parents at that leadership board be a part of that process so we can assist. One of the things that we're looking at is that we would like if at all possible, especially bringing this information back for our parents, we would like a comprehensive annual accountability report, especially a presentation on what's being spent and what's being done, the funds that have been budgeted for to prioritize should be spent properly toward district goals. We just want to see evidence of that what you're accomplishing. Please, can we see it? Very easily different things can be OPRA. We don't want that. We want to work with our district and leaders as far as getting the information so we can present it back to our parents. Finally, one of the things we want to do is thank all the Board members that lobbied with and for our parents at the recent assembly budget

meeting. Thank you ma'am and sir for coming out and lobbying and telling the assembly what we need. Our group is asking specially for adequate funding under the SFRA as well as the allocation of funds to cover our almost \$30 million budget and shortfall so we can address some of the stuff that we talked about protecting our kids. We handed out this official document that we presented to all the members. We are respectfully requesting a response to that and we would like to be part of this. Like I said, certain stuff is a little bit higher than us. We can't really address it correctly, but moving forward with the vision that everybody on this Board is actually representing and talking about, the parents would like to be a part of that. So we're respectfully requesting that. Thank you.

Mr. Charles Ferrer: Good evening, everyone. Just a note of correction - it was said that your job is to present a balanced budget. No. Your job, according to the New Jersey law, is to present a budget to the Commissioner that provides a thorough and efficient education for the students. Not a balanced budget, but one that will present the ability to provide a thorough and efficient education to the children of this district. What you have to do in presenting your budget is you have to inform the state that this is not a thorough and efficient education according to the statute and the laws. It's a budget based on the amount of money that you gave us. It's funny how the state will hold everyone else to the law. They've underfunded this district for eight years. We lose count now. But it's okay because they're the state and they make the laws so they can do it. They don't arrest themselves. You break the law, watch what happens. The state doesn't properly fund the pension, but they make us pay our part. They don't pay their part, but we have to pay our part. Because it's the state and it's their law, it's their ball and their bat and we can only play with it when they say we can play with it. Unacceptable! I was looking on your list here for the 2017-2018 budget gap. Is there any documentation for these buildings that you're trying to sell that show their value? I've been in real estate, both residential and commercial, since 1983. I rode by these buildings and I'd like to know what the value is of each one of these buildings that you're trying to sell. If there's any way that you can get that paperwork to me, I'd appreciate it. Is there some unwritten law that we are aligned to Focal Point and Mike Miles' evaluation system? It's really time to look at something else. I don't care how much work we've put into it. That system is just not working and it hasn't been working in several places. I know we're talking about our budget does not include doing anything within the classroom with the teachers. Is that all the teachers? Will there be non-renewals? Board members, you need to ask that question if you haven't asked that question. I remember last year we said when we made the agreement there would be no teachers let go when we made that deal with the prescription. We forgot to talk about the non-renewal part and then we didn't renew teachers that were labeled effective. Unless we were going to demote some of our supervisors and start putting them back in the class and maybe demote some of our principals or vice principals and start putting them in the classroom, I'm sorry. When I started out back in 1995 with 750 students over at School 13 we had a principal and a vice principal. Now we have a principal, a vice principal, a vice principal, and a vice principal and 400 students. I'm sorry. With that number you need a principal and a vice principal. We have to start looking at how we're doing things. We keep running outside to get people like IFL. We have people that went to the University of Pittsburgh that work in this district. Why go to them when you can use them who are right here? We have people that are professors that teach at Columbia University that work in this district. Have we called on them? We have some that probably went to Princeton and every other university around here. Have we called on the talent within the district? We have people that have written curriculum of all types from music to whatever in the district. We keep going outside. Why? Because somebody in Trenton said this is a friend of mine's company. Give them this job so they can make some money because they're a little slow now. All the

talent that we need to make this district successful is in the district. That's your budget cuts right here.

Ms. Sailys Cabral: Good evening, Board members. First and foremost, I would like to thank all the Board members that are voting no against this budget. Secondly, I wasn't going to speak tonight but something just caught my attention. It was based on the speech therapy that's on the table to be presented to the children. I know that the district is desperate to provide speech services for the children who are owed these services. But please be sure you don't jump into the program without doing your research. Speech therapy is a very delicate service to provide to children. I speak about this from personal experience. My son received speech therapy for more than five years. What really alarmed me is that you need to take into high consideration when adopting any new program the HIPAA laws and violations, especially when Ms. Coy stated that any Commissioner who is interested in observing any session, it can easily be arranged. Please consider the HIPAA laws and the violations that this is implemented. The HIPAA laws were passed by congress in 1996. It's a dense piece of legislation that has serious implications for all medical professionals, including speech therapy, physical therapy, and occupational therapy. Before jumping into this service, please take us into consideration because it might cost you more in the end when you're dealing with legal ramifications. They're very expensive. It can cost you from \$100 to \$50,000 per fine. Something that we might want to offer parents if we cannot afford it as a district. I myself did not acquire these services from the district. I went outside of the district. My son went to St. Joseph's Medical Regional Center and obtained all these services with our own insurance. I understand that we want to give all the services to our parents, but sometimes certain things just might have to be the parents' responsibility to pursue, which is something that I myself did, occupational, physical, and speech therapy. One thing that I must request, if it's not available and the children must receive these services outside of district, that that child is not penalized for arriving late the date that these services are being rendered. It's something that I also personally had to deal with. I ask all of you to please consider this before approving this new speech therapy program. Thank you.

It was moved by Comm. Redmon, 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 on the Budget:**

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 March 9, 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;

WHEREAS, the 2017-2018 budget was constructed consistent with the School Funding Reform Act of 2008 under which a district could apply for a tax levy cap waiver to cover extraordinary conditions such as opening new schools, increases in special education costs, etc., the result of which would be increased local taxes, 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 an increase in the amount of \$1,160,262 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	\$ 46,416,443	\$ 42,616,723
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>\$ 468,980,060</u>	<u>\$ 42,616,723</u>
Special Revenue Fund (net of operating budget transfers)		<u>Local Tax Levy included</u>
State Aid	\$ 52,554,511	\$ 0
Federal Aid	\$ 28,632,489	\$ 0
Transfer from Operation Fund		
Pre-K Special Education	<u>\$ 2,275,105</u>	<u>\$ 0</u>
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	<u>\$ 0</u>	<u>\$ 0</u>
Total Debt Service	<u>\$ 1,304,000</u>	<u>\$ 505,858</u>
Grand Total Revenues	<u>\$ 553,746,165</u>	<u>\$ 43,122,581</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 \$553,746,165 of which \$43,122,581 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.

It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the negative. The motion did not carry.

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 \$42,616,723 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:	\$3,603,050
Due June 5, 2018:	2,983,173

Total General Fund Local Taxes:	42,616,723
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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. Redmon, seconded by Comm. Cleaves that Resolution No. 2 be adopted.

Comm. Hodges: I'm looking at the sheet that was handed out tonight and there are three areas in terms of regular programs. The account numbers are 11-120-100, 11-

130-100, and 11-140-100. Those are all teacher salaries? Those are all sustaining cuts. There's an area that was completely zeroed out, which is 11-140-100. What is that?

Ms. Ayala: That's all this building's salaries. 11 is this building. 15 is the school.

Comm. Hodges: Then in the personnel plan that Dr. Evans was working on before...

Dr. Evans: The personnel plan?

Comm. Hodges: What are the implications for that in this budget?

Dr. Evans: That's a good question. Is Mr. Rojas here?

Mr. Luis Rojas: Dr. Hodges, I don't understand your question. I'm sorry.

Comm. Hodges: There's a plan being developed or finalized.

Dr. Evans: Actually, Mr. Rojas and his staff developed the plan.

Comm. Hodges: Right. What are the implications for your plan given the funding problems that we're experiencing?

Mr. Rojas: I don't see any.

Comm. Hodges: Okay. Is your personnel plan just for teachers?

Mr. Rojas: Yes, recruitment.

Comm. Hodges: Not staff overall.

Mr. Rojas: Teachers.

Comm. Hodges: Okay. Is that one of the things that you were talking about in the personnel plan?

Dr. Evans: Right.

Comm. Hodges: Okay. Thank you. Is there an overall decrease across the board in the individual school budgets? Are they given a finite number?

Ms. Ayala: I would have to do the same thing as you, analyze what was preliminary and then align it with the changes.

Comm. Hodges: It might have been individualized per school.

Dr. Evans: Are you referring to the per-pupil allocation that we give the schools?

Comm. Hodges: That I know has gone down. You also give the schools individual budgets and I wanted to know was it simply tied to the per-pupil cost or was there an actual line item and given constraints such as due to x, y, and z you would no longer be able to spend for this and therefore you're cutting it.

Comm. Irving: Were schools cut?

Comm. Hodges: Yes.

Ms. Ayala: The allocation per pupil was decreased by about \$25 per pupil.

Comm. Hodges: No other constraints were placed on them. Okay. I guess the individual principals will decide what kinds of programs in their building they're going to be cutting. That could be significant.

Comm. Mimms: 15-00213-610 doesn't describe what it is. The line is here and it's nothing. I need to know what that is.

Ms. Ayala: That is special education supplies.

Comm. Hodges: On page 2 of this document when you have a negative number you seem to be adding to the totals. On page 1...

Ms. Ayala: I noticed that earlier. We finished this five minutes before the meeting, so I didn't have a chance to review it.

Comm. Hodges: It's supposed to be reversed.

Ms. Ayala: It should be reversed. I noticed that when I was up here.

Comm. Hodges: The numbers are accurate, but...

Ms. Ayala: But the formula is not.

Comm. Hodges: Okay.

On roll call all members voted in the negative. The motion did not carry.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have no additional items to report.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 3

BE IT RESOLVED, that the list of bills and claims dated March 2017, beginning with check number 204117 and ending with check number 204567 in the amount of \$26,896,022.01, and payment of bills and claims dated March 28, 2017, beginning with vendor number 14834 and ending with vendor number 4000652A in the amount of \$6,358,489.49; 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. Martinez, seconded by Comm. Redmon that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no and Comm. Mimms who abstained. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 4

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Jenna Goodreau	2 nd Convening of NJ Community Schools Coalition	April 7, 2017	\$46.39 (transportation)
Supervisor/School Improvement Grants	New Brunswick, NJ		
Beatriz Quiroz	2 nd Convening of NJ Community Schools	April 7, 2017	\$77.24 (transportation)
Special Services Program Advisor/Federal Programs	New Brunswick, NJ		
Gina La Conte	Fred Pryor Microsoft Excel Seminar	April 25-26, 2017	\$128.00 (registration)
Preschool I&RS/Early Childhood	Morristown, NJ		
Oscar Rivera	NY State/EPA/AHERA Asbestos Building Inspector Initial Training	April 26-28, 2017	\$475.00 (registration)
Sector Supervisor/Facilities	Ocean, NJ		
Irene DelRosso	NJ Association of Federal Programs Administrators Spring Conference	May 5, 2017	\$149.00 (registration)
Supervisor/Federal Programs	Colts Neck, NJ		
Marguerite Sullivan	NJ Association of Federal Programs Administrators Spring Conference	May 5, 2017	\$149.00 (registration)
Director/Federal Programs	Colts Neck, NJ		
Oshin Castillo	NJSBA Mandated Training Governance II: Finance	May 11, 2017	\$21.41 (transportation)
Board Member	Mountain Lakes, NJ		
Christopher Irving	NJSBA Mandated Training Governance IV: Legal Update	May 11, 2017	\$22.46 (transportation)
Board President	Mountain Lakes, NJ		
Manuel Martinez	NJSBA Mandated Training Governance IV: Legal Update	May 11, 2017	\$21.04 (transportation)
Board Member	Mountain Lakes, NJ		
Lilisa Mimms	NJSBA Mandated Training Governance III: Student Achievement	May 11, 2017	\$23.83 (transportation)
Board Member	Mountain Lakes, NJ		
Nakima Redmon	NJSBA Mandated Training Governance II: Finance	May 11, 2017	\$21.41 (transportation)
Board Member	Mountain Lakes, NJ		
Flavio Rivera	NJSBA Mandated Training Governance IV: Legal Update	May 11, 2017	\$23.82 (transportation)
Board Member	Mountain Lakes, NJ		
Nancy Aguado-Holtje	NJ Alliance for Social, Emotional and Character Development 10 th Annual	May 19, 2017	\$121.21 (registration,

	Statewide Conference		transportation)
Director/Early Childhood	Lawrenceville, NJ		
Susana Peron	NJ Alliance for Social, Emotional and Character Development 10 th Annual Statewide Conference	May 19, 2017	\$121.21 (registration, transportation)
Assistant Superintendent/ Academic Services & Special Programs	Lawrenceville, NJ		
Irene DelRosso	Title I Statewide Conference, Continuing the Pursuit of Educational Equality	May 24, 2017	\$90.02 (transportation, meals)
Supervisor/Federal Programs	Princeton, NJ		
Marguerite Sullivan	Title I Statewide Conference, Continuing the Pursuit of Educational Equality	May 24, 2017	\$320.92 (lodging, meals,)
Director/Federal Programs	Princeton, NJ		
Jane Van Splinter	Title I Statewide Conference, Continuing the Pursuit of Educational Equality	May 24, 2017	\$379.04 (transportation, lodging, meals)
Federal Program Liaison	Princeton, NJ		
Daisy Ayala	55 th Annual NJ Association of School Business Officials Conference	June 7-9, 2017	\$786.00 (registration, transportation, lodging, meals)
Board President	Mountain Lakes, NJ		

TOTAL CONFERENCES: 18
TOTAL AMOUNT: \$2,977.00

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

Comm. Irving: Is that the reimbursement from the conference you all went to?

Comm. Cleaves: I'm not sure.

Ms. Williams: It's like three.

Comm. Cleaves: Comm. Capers, Comm. Hodges, and myself. Correct?

Comm. Irving: Everyone needs to recuse themselves on their name.

On roll call all members voted as follows:

Comm. Capers: Yes.

Comm. Castillo: I abstain from my name and yes to everyone else.

Comm. Cleaves: Yes.

Comm. Hodges: Yes.

Comm. Martinez: I abstain from my name and yes to everything else.

Comm. Mimms: I abstain from my name and yes to everything else.

Comm. Redmon: I abstain from my name and yes to everything else.

Comm. Irving: I abstain from my name and yes to everything else.

The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 5

WHEREAS, the Paterson Public Schools is committed to providing student enrichment through various programs, initiatives and wishes to provide students with the opportunity to learn beyond the traditional school atmosphere; and

WHEREAS, the Penn Relays have been in existence since 1895 and is the longest uninterrupted collegiate track meet in the county; and

WHEREAS, this year the Penn Relays will have more than 22,000 entries, about half of whom will be high scholars and then three day attendance is likely to top 1100, 000 for the fourth year in a row; and

WHEREAS, our school desires to compete in interscholastic sports, which foster the positive value of sportsmanship and teamwork through fair play; and

WHEREAS, John F. Kennedy track team have received plagues for winning the boys' and girls' meets for the last two years; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education shall remit payment as part of the district's regular bill list upon submission and approval of invoice and proper execution by John F. Kennedy Athletics Department through the district voucher and other documents which may be required by the proper fiscal management of public school district: and

1. Hotel Cost, \$ 0.00 (15 Athletes 4 coaches) 4/27 /2017- 4/29/2017 Athletes and coaches will be staying at the Holiday Inn Express (funds will be paid by coaches and athletes)
2. Bus Cost not to exceed \$3,000.00 (to and from) Aladin Transportation (account# 15.000.270.512.050.000.0000.000)

It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 5 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 6

WHEREAS, the Paterson Public Schools is committed to providing student enrichment through various programs, initiatives and wishes to provide students with the opportunity to learn beyond the traditional atmosphere; and

WHEREAS, the John F. Kennedy Education Complex Cheerleaders will be sponsoring a “Community Fun Filled Carnival” April 27, 2017-April 30, 2017. The carnival will host local community vendors, food, games and rides; and

WHEREAS, the purpose for this carnival is to raise money for the JFK Cheerleaders to attend Cheer Camp 2017; and

WHEREAS, there will be zero cost to the Paterson Public Schools and/ John F. Kennedy Education Complex. The money that is raised will be based on ticket sales. 25% of the ticket sales will be paid to the vendor and the remaining 75% will go to the JFK Cheerleaders. Vendor information- McDaniel Brothers Show 149-153 10th Street, Passaic NJ 07055; and

NOW, THEREFORE, BE IT RESOLVED, this carnival will take place April 27, 2017-April 30, 2017 at the Westside Park, Totowa Ave, Paterson NJ; upon approval of the Paterson Board of Education.

It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 6 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 7

WHEREAS, pursuant to the Paterson Schools Contract Laws, N.J.S.A 18A:18A-2(h) et seq., the following services constitute “professional services,” and N.J.S.A. 18A:18A-5(a)(1) permits the awarding of a contract for professional services without the requirements of public bidding:

1. Occupational Therapy
2. Physical Therapy
3. Speech Language
4. Speech Therapy
5. Child Study Team Initial & Reevaluation

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

WHEREAS, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

WHEREAS, the Acting Chief Special Education Officer has determined that the District is in need of the above professional services for students in accordance with their Individualized Education Plans (IEP), which will be contracted with Delta T and Therapy Source as determined by the Paterson Public School's Special Education Department on an as needed basis; and

WHEREAS, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority I: Effective Academic Programs, Goal I: Increase achievement levels and Goal 4: Create Student Centered Supports where all students are engaged in school; and

NOW, THEREFORE, BE IT RESOLVED, the State District Superintendent approves awarding professional service contracts to Delta T and Therapy Source, as determined by the Special Education Department on an as needed basis, to Paterson Public School students (in-district and out of district) according to their Individualized Education Plans (IEP), at a not to exceed amount of \$500,000.00, in total, from January 1, 2017 through June 30, 2017; and

1. All Board Resolutions must clearly state how that program/initiative relates to or is specifically connected to the Priorities and Goals contained in the Strategic Plan.
2. This Action Form must be in the State District Superintendent's office according to cutoff date before the meeting of the Board of Education.

BE IT FURTHER RESOLVED, the contractor will honor all of the detailed terms and pricing stated on a purchase order issued by Paterson Public Schools, which must match the invoice submitted in its entirety. Any term or pricing that is inconsistent with a contract between the District and the contractor or the terms of pricing policies of the contractor is the responsibility of the contractor. The maximum obligation of the District to the contractor for the cost of goods and/or the delivery of or the performance of services to the District will not exceed the amounts included on a purchase order issued by Paterson Public Schools.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Resolution No. 8

WHEREAS, Katherine Johnson, the parent of J.J. has made a formal request to have her son who is homeschooled to participate in athletics in the Paterson Public School District. The parent and child reside in Paterson and have submitted the appropriate documents as per the NJSIAA guidelines, (please see attached); and

WHEREAS, the principal has written a formal letter of agreement in permitting the student athlete to participate in the athletic program; and

WHEREAS, the parent has submitted the transcript and progress report to PPS guidance department for review of equivalency. The documents were reviewed by the school's counselor and the District Director of Guidance for approval of equivalency to participate in athletics, (please see attached); and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Public School District is in agreement to afford J.J. the opportunity to participate in the Spring Track and Field Program at Eastside High School.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolution No. 8 be adopted.

Comm. Capers: Can this be a policy so we don't have to keep moving on every home-schooled kid?

Comm. Irving: I think the NJSIAA policy mandates that the Board has to formally receive the kid. From what I remember in grad school, when a child is home-schooled and want to take advantage of a school activity the district has to formally receive the kid in order to enroll them in that program.

Comm. Capers: If I want to home school my daughter and she wants to take a music class in a school or play a sport, she has to get Board approval?

Comm. Irving: Yes. Those are the guidelines from NJSIAA.

Comm. Capers: I'm just asking if we have to do every home-schooled child.

Comm. Irving: We have not had many of these come before us, but I know that's the process.

Comm. Hodges: Who covers their insurance?

Comm. Irving: The district.

Comm. Capers: They still have to have a sports physical and do all those things.

Comm. Hodges: Is that why you have to vote for it, because you have to cover their insurance? If they're not a part of your official roster, how does the insurance company recognize them?

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

Comm. Hodges: Okay. This action makes them officially a part of the district so that the insurance company will cover them.

Comm. Capers: Just to play sports.

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

**Paterson Board of Education
Standing Abstentions**

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

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- Workforce Investment Board of Passaic County (WIB)
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Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

GENERAL BUSINESS

Items Requiring a Vote

Comm. Irving: We have Instruction and Program, Operations, Fiscal Management, Personnel, and Governance. I'm wondering if you all would be willing to forego that and allow Board members who have questions to submit them to the appropriate staff member for answers. We can get the follow up at next week's meeting.

Comm. Martinez: I believe all the reports have been submitted so everyone can look at them.

Comm. Irving: They're at the table. Everything is here.

Comm. Cleaves: You can just note that Technology and Parent/Community did not meet. So we don't have reports yet.

PUBLIC COMMENTS

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

Ms. Simadiris: There was just one question that I had regarding the budget that I didn't get to. I just wanted to have a little bit more understanding of the sublease with the

charter school Phillip's Academy. I forgot the language that he used. I believe that we're receiving a loss by subleasing that facility to that charter school. I just wanted to know what the deal was with that. I recently learned that charter school children get bused. I'm wondering how we decide what children we're bussing and which children we're not. Why do we decide that we bus charter school students and not G&T students? That's just another question. I want to repeat that I'm really not happy with the presentation tonight. I just want to say one more time that it demonstrates a lack of intention and concern. We're talking about the most vulnerable children in this district. I'm looking for real action. I'm looking for people asking the right questions to sit here and look at data that doesn't reflect what I know I see with my eyes. I didn't mention anything about child study teams. Why aren't they on the committee for the selection process? There are children that are gifted that are classified. I really want that whole committee to be vetted through. I really want community engagement and I want to make sure the demographics of that committee reflect the district as well. I want to make sure there's someone from the community that will advocate for these children. I don't want it to be people who might be scared to speak up because they're subordinate to somebody. That is the culture in Paterson. One more time, there's a culture of reprisal in Paterson. I'm going to do research on it, too. Thank you.

Mr. Ferrer: I have a real quick question because I forgot to bring it up. I was looking at the bottom of this list and we're talking about closing School 14 and School 17 and those kids are going to go to School 28. What are we going to do with those buildings? It's on this paper here. Close School 14 and I guess those kids will go to School 28 and School 4. Close School 17 and those students will go to School 12. That leaves two empty buildings that are set up for a charter school to walk into. What are the intentions for those buildings?

Ms. Shafer: Those two items were brought up at a Board meeting or two ago with regards to the two oldest schools in the district. We should look at those schools and maybe not some of the other schools that we're currently looking at. If you look at the top of that category, those are items that are under review. No decision has been made. It was just added to the list because a Board member suggested it.

Mr. Ferrer: I'm in favor if we're going to get the state to knock them down and rebuild on those spots. I can't ever support emptying a building to give a charter school an opportunity, especially when the guys who come in there and open them up are going to make anywhere from \$250,000 to \$500,000 because there doesn't seem to be any cap on what they can make. Thank you.

It was moved by Comm. Cleaves, 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.

OTHER BUSINESS

Comm. Hodges: I just want to know what the Superintendent is going to represent happened here tonight to the Commissioner of Education.

Dr. Evans: I will decide that tomorrow morning.

Comm. Hodges: Number two, in my opinion there should be a letter from the Board explaining why we took the action that we did. Number one, for the inability to review the budget properly; and number two, the inadequate amount of money that we have

available for the students. Otherwise, it looks like we're negligent in voting for the budget as opposed to not having a reason for it.

Comm. Irving: If you give me some language I will whip it up and put it out to the Board to see if we can get a consensus.

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

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