

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

February 28, 2017 – 6:35 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. Chrystal Cleaves, Vice President  
Comm. Jonathan Hodges  
Comm. Manuel Martinez

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

Absent:

Comm. Oshin Castillo

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  
February 28, 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: I want to welcome everyone here this evening. There aren't any presentations and communications from the Superintendent, but I know he does want to make an announcement before we get into discussion on priorities for the 2017-2018 budget.

Dr. Evans: I just wanted to inform the Board that this week the QSAC visit that we've all talked about is occurring. Bob Davis, the Executive County Superintendent, is leading

that team with individuals from his office and from area districts as well. They've given us feedback both yesterday, Monday, and today at the end of both days and it is extremely positive. They note specifically the improvements that they've seen since their last visit. Indeed, these members were on previous teams that visited our districts. They were full of praise and we're both very pleased with the way it's going. They should conclude by the end of the week. Ms. Shafer has led the preparation. Any additional comments you'd like to make, Ms. Shafer?

Ms. Shafer: Just a couple of comments. We have been preparing for this for a long time, specifically since the summer meeting weekly. Susana Peron and her team put together over 350 curriculum guides and they have now seen them be implemented in the schools. That was a huge undertaking this past year. Kudos to Susana and her team, as well as the rest of the Cabinet! The assistant superintendents went with the team this week on school visits and went into 10 to 12 classrooms at each building, 10 buildings in total, to see the implementation of the curriculum as well as the lesson plan template. Those are just some of the highlights of what happened during this week so far. It was really rewarding to hear Bob Davis because he's been with us for a long time to be able to compare what we had in the past when QSAC came and where we are today. We're hoping that this doesn't take too long for him to get the report down to the state and then for the State Board to take action.

Dr. Evans: Thank you, Mr. President.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Priorities for the 2017-2018 School District Budget**

Comm. Irving: This is the meeting for the Board to discuss priorities relative to the 2017-2018 budget. Once identified, those priorities will be transcribed and then the Superintendent's job will be as the budget is introduced to the Board in a few weeks to include those priorities within the budget. At this stage, what I'd like to do is allow each Board member the opportunity as we go around and then have other Board members comment. Each Board member will get the opportunity to share just so we're clear relative to what folks are looking for and to do. I'll bounce back and forth. We'll start with Comm. Capers, Comm. Redmon, Comm. Hodges, Comm. Mimms, Comm. Martinez, and then I'll go. If you don't have recommendations for the budget and/or suggestions relative to priorities for our goals, it's not a requirement that you need to. But I do know there are specific projects and services that certain Board members certainly want to see implemented and done. Now is the time for us to engage in that conversation. Comm. Capers, do you have anything relative to budget priorities for 2017-2018?

\*Comm. Cleaves enters the meeting at 6:40 p.m.

Comm. Capers: Can I pass? I was just writing down some questions. Can you come back to me?

Comm. Hodges: Dr. Evans, as you know, I'm very concerned about language arts and literacy in particular. I understand we've reached 65% passage of our students being able to read in kindergarten, which unfortunately, is still failing. Do you anticipate any new measures to address this area of difficulty that we have? It does undergird a considerable amount of our problems. What kinds of approaches do we need to set aside money for to shore up this bigger area? I don't see it just being a curricular problem. I do think some sort of a definitive approach has to be brought to bear to

make sure that we have more students able to get to the third grade on grade level. I do understand there's a drop-off after the kindergarten level and it begins to drop again. So we're losing whatever benefit we have in preschool. What is going to be the approach? What kind of dollars are going to be expended? That's number one. Number two, we have a number of reading programs that a variety of schools have employed.

Comm. Irving: Dr. Hodges, I just want to make sure that for the record we're documenting this. The first recommendation is...

Comm. Hodges: It's a question. I want to find out what his response is and then I can craft it as what I'd like to see.

Dr. Evans: I'll begin, but I'm going to invite Ms. Peron to the microphone as well. You may be familiar with the instructional model that Ms. Peron and her team has put together, which includes all of the strategies and the focus of all our academic programs, particularly reading and mathematics. It goes beyond that, focusing on continued teacher training and having a curriculum in place. That was a lot of work on the part of our academic team to make sure that when teachers teach they now have a uniform focus across the district. That's the advantage of having that curriculum in place, and not only the curriculum itself, but instructional approaches that are effective. I don't need to remind you that the number one factor associated with student achievement is the quality of instruction in the classroom. If we're going to make improvements then it is improving the quality of teaching. That's what those instructional strategies and the curriculum do, as well as ongoing professional development to make sure teachers have command of it. One of the artifacts of the work that we've done for QSAC also is making better use of the data that we have. We've had data all along, but we've not used it in a way that significantly drives or influences the way instruction is delivered in the classroom. Thanks to the work that Dr. Campbell is doing in terms of the training and providing data in ways that schools can digest and use. We have people working with teachers in the schools in the form of school-based supervisors that help as well in making better use of that data to focus on the strengths and weaknesses of our kids to help improve performance. Those are some of the ways. Again, I would invite Ms. Peron to add to what I've just said if she has anything she'd like to add.

Ms. Susana Peron: Good evening Commissioners. I just want to echo what Dr. Evans has said. I think with the development of the curriculum and the course guides teachers now have a better tool to guide their instruction. Professional development is something that we have to continue delivering to teachers to build their capacity. Reading is not just about learning words. It's an entire behavior. It's something that takes a collective effort. It has to be a combined effort. We need to include parents, the community, and all of us to make this effort real for kids. Offering our parents workshops around the importance of literacy from the beginning of birth when a child is born and all throughout college is important. Better use of data. Pinpointing, drilling down, and really learning what skills our children lack. We added Wordly Wise to the middle schools. We see that vocabulary is still something that is a challenge for our students. We're going to now develop our own vocabulary program in those grades. We've been really working with the data. The PARCC data comes at us at a different level. It really drills down to the skill so we know by grade, by child, and by school what the weaknesses and strengths are for each and every one of them. It will be a continued look at using the data, providing professional development, and enhancing our programs, not only during the day, but after school so that our students have the opportunity to develop all the skills around reading and literacy.

\*Comm. Rivera enters the meeting at 6:47 p.m.

Comm. Hodges: I'm glad you mentioned after school programs. Do we have a number of after-school programs other than the Full Service Community Schools?

Mr. Peron: We have a lot of programs around 21<sup>st</sup> Century learning and Full Service Community Schools. We also do have an array. We have a PARCC readiness program that we offer to our students grades 3-8 after school. We began earlier this year and it's about to come to a conclusion before PARCC testing. We could look at the activities that we offer in those programs. Rather than being exclusively a PARCC preparation program, we can work on different skills and provide different opportunities and activities for students after school and in the summer.

Comm. Hodges: What I'm really looking for is a plan. The real issue here is do we have the funding to do these things, what is it going to cost to do it, who gets it, and who doesn't get. My concern was being able to take a look at some of these strategies and putting the dollars behind them to drive a more effective process. We have to get higher than 65% of our kids coming out of preschool and being successful kindergarten. We just have to. You're going down from there, which is problematic. Number two - there are real costs to after-school programs, particularly if you're going to do them districtwide. In the past, what has happened is the schools that really needed the programs the most were the ones that had the poorest attendance. You're going to need some sort of system that directs the needy students to those programs and somehow challenges them to participate in a meaningful fashion. That has a cost to it too, monitoring that process. We had talked about some of the additional things that we're going to need to do around the parent piece and she mentioned a few of them, trying to get them to understand that education actually begins at birth, if not sooner. They are the primary provider of that educational process, and also trying to structure some sort of program that they can follow throughout the community. That outreach is also going to cost some money to get some of those things done. The other area that I'm really concerned about is despite the number of reading programs we have in the district we still have levels of achievement that we do. I wanted to know are we going to review these reading programs and try to see what they do provide versus what they don't. If we remove them all, what kind of impact will that have for us? With them being fully implemented we're still struggling mightily. As Comm. Mimms so often says, are we getting the return on our dollars? From what I hear from the Governor this afternoon, we're going to have fewer of those pretty soon. I'm going to start with those. I wanted to make sure dollars are shifted in those areas. I'd like to see some sort of definitive plan that says we're going to be doing this and the other and it's going to cost x, y, and z over this period of time. We hope to make certain improvements over the course of time with these dollars. If you don't, then we're not going to realize the needed changes that we have to have academically. We're going to have a lot fewer dollars next year.

Comm. Cleaves: Ms. Peron spoke of the lack of skills our kids have. One of them is also technology. Within that curriculum make sure that we have enough funding to support the technology that our children need to be advancing in and that our infrastructure can hold what is coming down the road for us. Not just what's going on right now, but what's going to be happening in the future. We have to start thinking a little forward when it comes to technology and what we're offering our children and making sure that it coincides with the curriculum. All of it needs to work together.

Comm. Hodges: There are two components to that. One of them is the course material and the other is the technological assist to the teaching process. Both of those areas are severely lacking. In the course material we are woefully behind. In fact, I just saw an article in the paper about one of the charter schools. Their kids are developing an app that does something.

Comm. Cleaves: Direction, like a GPS.

Comm. Hodges: Yes. I thought of you, Dr. Evans, when I read that and they weren't kind thoughts. It clearly shows that it is possible and we aren't even beginning to scratch the surface of that. I know we're making moves in that direction, but I think in line with what Comm. Cleaves is talking about we really have to put some dollars there. One of the fastest growing areas of employment is the computer programming field. We're not getting the same repetitive jobs anymore. You're not going to be asked to program and fix a machine, which is what used to be done by people. If you don't have those skills, when these kids graduate and quite possibly go to college, their peers are going to be way ahead of them and that to me is very problematic.

Comm. Mimms: I have a list since we were supposed to come prepared. I'll take my time so that I'm duly noted and we have all this stuff outlined. In order to actually identify what monies are available for us, I would like to see a full analysis of every program we have in the district with the start date, end date, and the cost that's associated with these programs. I know IFL is coming to an end. That's a part of that analysis process to identify how much savings we would have and looking into other programs. I know we did it last year, which was great, but I think we need to extend no teacher layoff. Teachers are very vital to the process of the educational experience of our children. I'm requesting that that be one of the priorities. Also, additional substance abuse counselors. I know we've reduced that number previously, but based on the statistics that we received in our meeting a couple of weeks ago it shows that we have an increase in numbers there. I think we need to look at adding a few more SACs to the district. I would like to see music and art included in our curriculum. When I did a study of music, it allows our children to develop language and reasoning, memorization, coordination, imagination, intellect, creative thinking, teamwork, risk-taking, discipline and so many other things. It can't be just drilled down to the autonomy of the principal level. I think it needs to be drilled as mandatory from the Superintendent level. So, we need music and art in our curriculum. We also need nurses in every school. There are some schools that are sharing nurses. We had a situation and we're grateful that we had a miracle in School 11, but we don't want to have those instances. We want nurses in every single one of our schools. I think we need to do a reallocation of funds with our budget process to programs that are not introduced to the district. There is a program that's happening in one of our high schools. It's called Garden State Scholars. I've invited that group of kids to come make a presentation on March 15. This is something that they're funding through the community. I believe teachers and different ones are funding it internally. I think this is something that we need to allocate some funding to so that it's not such a hardship and it's doing some great things. We'll hear those testimonies on March 15 from those students. I don't know if the instructors will speak, but as long as our kids are talking about the success. I'll come back. I'll let everybody else get a chance to talk. That's my beginning.

Comm. Redmon: One of my main concerns is more of the security issues. We still are having parents complaining about security guards in the schools. I want more funding for security and after-school programs other than our Full Service Community Schools. That's basically it.

Comm. Capers: I did have a question for Ms. Peron. Currently, how many reading programs do we actually have and how effective are they? Is each reading program the same districtwide? Which ones are being effective? Which ones are not effective? If it's not effective, are we still paying for it?

Ms. Peron: Let me explain to you about reading programs. We don't have an array of reading programs. We have a core program, which is our curriculum. What we do is have resources. We have online resources, professional development around reading behaviors and best strategies, and instructional delivery about reading and for reading. When we say reading programs, it's really taken out of context because we don't have per se different reading programs in the district. We don't even have a basal textbook anymore in reading. We use it as a resource, but we don't even teach to that because that wasn't aligned to the Common Core.

Comm. Capers: So we have one reading curriculum?

Ms. Peron: Yes.

Comm. Capers: If a student transfers from one school to another school he's still on target and they have the same resources and tools.

Ms. Peron: Yes, sir. We've aligned that now in ELA. We take care of that when we do learning walks and go from school to school and grade to grade. I spent this week in schools and I visited a third grade at school x and then at school y. In that third grade during that ELA period the teachers should be covering the same standards and skills. They can do it a little bit differently because of creativity. We don't want to take that away from the teacher, but they are to be following a pacing chart, the standards, and they should be teaching the same thing.

Comm. Capers: Got it.

Ms. Peron: There now is alignment. What we have are different intervention programs. The different intervention programs vary across the district and school to school. That is sometimes a prerogative of the principal and a telling of the use of data. This school may need to work on a specific skill or they have more ELL learners. They will choose an intervention program that emphasizes the skills or the language that those particular students have.

Comm. Capers: That's my question. We do live in an urban neighborhood where students move from ward to ward and have to change schools. If one school is using an intervention program and then they transfer to a school that they're not used to, are they going to get off track? Do you hear what I'm saying? Do you get my drift?

Ms. Peron: I get what you're saying.

Comm. Capers: Are we there?

Ms. Peron: I can't say that we offer the same intervention program from school to school. When a child moves from school to school they do lose out somewhat because there's some time to catch up with the teacher. Their data needs to be transferred over. The teacher needs to look at that data and determine what they have in their school and what they have available to that child can be offered to that child to meet the skills that they have deficiencies in.

Comm. Capers: Why don't we use just two interventions, one for the language barrier and one regular one that's districtwide so the kids are using the same intervention program and not getting off track?

Ms. Peron: Because not every child is the same. Not every child develops the same. Not every child has the same types of needs. Even if it is one city or one ward to another, there are differences in the schools and there are differences in the student body. We don't have that many reading interventions.

Comm. Capers: How many do we currently have?

Ms. Peron: Off the top of my head I don't have all of them.

Comm. Capers: Can you get me the data?

Ms. Peron: We can do that for you.

Comm. Capers: And see which intervention programs are effective and which ones are not effective.

Ms. Peron: A lot of different variables and factors go into effectiveness. Implementation with fidelity - what does that mean? There's a specific program that we choose to tailor for our students, but that student has to be in school and exposed to that program. The monitoring and the implementation of these interventions are very important. Before we make decisions around effectiveness we have to look at the use and who's tracking the data, who's assuring that these students are on hours of instruction, and are really making use of it. All of those variables go into determining whether it is effective or not, but it can be done and we are working on that. Our school-based supervisors are hands-on in the field and in classrooms taking a look at implementation around interventions and things like that. Our principals do it. Our assistant superintendents do it. We are monitoring now more than ever. When we put forth a proposal to the Board to adopt a program, we have an achievement of goals that we identify. That comes with monitoring the use and looking at the data. We're becoming more sophisticated around that. I think more and more goals are being developed around the use of intervention programs and different resources that are in the classroom.

Comm. Capers: Thank you. When you get a chance just give me the data of how many intervention programs we have. I'd like to take a look at it.

Ms. Peron: Definitely.

Comm. Irving: That data will be shared with the entire Board.

Ms. Peron: Always.

Comm. Hodges: It should have been done.

Ms. Peron: It has been.

Comm. Capers: I wasn't here.

Ms. Peron: You might have missed it, but recently I think we did put together that document. We will resend it.

Comm. Capers: Thank you. The next question I have is something I'm very big on and I think I've been very vocal about. The Superintendent and I had talks about this. I really want to look at our in-school suspension program.

Comm. Irving: At the middle school and grammar school.

Comm. Capers: Correct. Even if it's not allocating dollars to it, how can we use the extra different school officers we have to have these different programs? There are no consequences to some of these kids' actions. Detention or ISS is one program we definitely should really look at going into the new budget year. Another thing I want to look at is the facility upgrades and how some of our schools look. How much money is allocated to that? The bathrooms and cafeterias of different schools need to get upgraded. Some of our bathrooms and facilities are just in bad condition. How much money is allocated to the different upgrades? Comm. Cleaves and Comm. Hodges touched a little bit on the technology school. I was looking online at the curriculum. What are we actually doing? Do we have the correct teachers teaching these different programs? Even at our School of Government and the different academies, do we have the correct teachers that are teaching these different classes? What else can we put in that our kids need to be learning? We're just behind the 8-ball. Before I was on the Board, I was advocating about having our own transportation of buses. I know we looked into owning our own fleet of buses because we're spending so much money on different transportation. Where are we on that and how can we get that done? Fully funding our sports programs for our high schools and elementary schools, making sure they have transportation and uniforms.

Comm. Irving: I have two pressing ones and some of you took two off my list. The first one I want to speak to goes directly towards the budget and our ability to effectively utilize the budget, which is to bond capital improvements. Comm. Capers discussed the fixing of some of our facilities. The reality fiscally that we have is that we are not going to have in the budget enough money to really help remediate and fix a lot of the schools that are over 100 years old. I think there has to be a bond plan put together to be able to float a bond to produce the capital improvements. One of the things we came to the realization of is that this is not going to happen overnight. You don't decide to float a bond today and tomorrow it happens. There has to be a bond created that has to be in line with your five-year facilities plan. Then that bond has to be shared with the relative municipal bodies and supported. I think over the course of the next year or so, especially when we get out of the budget cycle, there needs to be a presentation to the Board relative to what capital improvements can we put into this bond to truly help fix some of our schools that are falling, put boilers in the schools, put cogeneration, and efficiencies in schools. For some of the folks who don't know what cogeneration is, it just allows us the opportunity to heat and cool schools depending on how the efficiency works. We have a lot of our schools that as soon as April hits it gets absolutely hot, especially in our older schools. The best option we have is to put a fan in the window and blow hot air on our kids. Long-term that is not an effective plan. But if we have the ability to float a bond to at least look at some of our most immediate schools, some of our schools that we know for sure infrastructurally are just absolutely unbearable at times I think that's where the priority needs to go.

Comm. Capers: With the bond, I just want to understand as I'm going forth and learning. With the bonding as we move into local control, how would that look? Would that bond be more on the taxpayers if we can't pay it back?

Comm. Irving: The simple answer is yes. Our debt service is absolutely low. We have pretty much no debt that we're paying. When you float a bond it's a strategic way to be

able to get capital improvements done. Essentially you're taking out a loan to get things done over a longer period of time. I think we're in a much better situation to be able to float a bond at this point in time because we have no debt service. Our debt service is absolutely low to none. So if there's ever going to be a time to do so, especially in the time where we don't have the money but we need the resources, now would be the time to do it. To have that plan put in place I think gives us a much better opportunity to do so.

Comm. Capers: And we'd have a plan on how to pay it back.

Comm. Irving: Correct. When you float it and someone picks up the bond, you have to delineate what the terms of the bond are and how long the payment terms are.

Comm. Hodges: That was a good question. What I was really asking was, does local control absolve the state of the responsibility to do the construction?

Comm. Irving: Not to do the SDA stuff. They are still on the hook for that.

Comm. Hodges: That's right. Any major improvement...

Comm. Irving: That's my point. I think it's worth us putting this together. As we're constructing this we've got to look at expenditures that we know the SDA will not do. There are specific projects that the SDA just will not fund. It's not part of their process. You can bond for any capital improvement later project. One of the other things I think it's important to consider, and we touched upon it in operations this evening, is that as long as you're fixing a building or adding improvements to a building you also have the ability to add in security cameras to it as well. It might be a strategic way for us to infuse surveillance cameras in our schools that need them in particular. But you can only do it if it's part of a much bigger plan to improve the school facilities.

Comm. Hodges: We have a long range facilities plan which we continue to advocate for. But you have places like School 14, School 3, School 8, and School 19. School 18 is bad, but it's not as bad as School 14, School 5, School 17, School 19, School 3, and School 8. School 14 and School 19 have some serious issues. I had a parent the other day stop me and mention School 14. I haven't been there in a long time, but I do remember it has gotten as high as 108 in that building. We're going to have to push again for the school construction and go after in a meaningful way some of these projects that they've just sort of backed away from. The Christie administration is in its sunset, but the new Governor is still on the hook for that as long as the Supreme Court decision is in place.

Comm. Martinez: Dr. Hodges, I think you raised a very good point. At least what I'm interpreting is that the notion of floating this bond for these capital projects and installing the cameras should not in any way take the SDA off the hook.

Comm. Hodges: Exactly.

Comm. Martinez: I agree with you 100%. You're right on the money. We don't want to be taking on projects that they're responsible for. We don't want to let them off the hook. There's a fine line that we have to draw and I'm glad you raised that point.

Comm. Hodges: I would prefer that we do some of the bonding for some of the educational programs that we have to do and are not going to be able to do.

Comm. Irving: You can't float a bond for that. It can only be for capital projects. You say that, but it's also on how the bond is constructed relative to the plan. Let's just say we're acquiring a facility and we need to rehab the building, improve the infrastructure for technology...

Comm. Hodges: Computers. You can do some of those things. What I don't want to do is enable them to say they don't have to do those things anymore because we're already floating a bond.

Comm. Mimms: When it comes to the bond, before we go into a real dialogue we need to have a comprehensive exhaustive plan on what it does, what impacts, what effects short and long-term, will it increase the tax levy, what dollars are associated with it, and how much will we get of it. There may be a percentage that doesn't even come to us. We need to know all of those facts. There needs to be a packet to be presented and at that time we need to invite the community. If it's going to affect taxpayers, we need to make sure there's a community forum to allow the taxpayers to be present if we're going to raise taxes for a bond to help the schools.

Comm. Irving: It goes for referendum. If we have local control the taxpayers ultimately make the decision.

Comm. Hodges: The problem is the taxpayers should be brought in at every level of discussion.

Comm. Irving: I'm not saying that's not the case. The ultimate measure is that the taxpayer ultimately makes the decision.

Comm. Hodges: They don't know why these decisions were made in the first place if they're not brought in early on.

Comm. Irving: The purpose of it all.

Comm. Hodges: Absolutely.

Comm. Mimms: That's my point. I don't want it to be a question on the ballot and then someone just tells them to vote yes for this when they have no understanding of what they're voting for and then they get a tax increase.

Comm. Hodges: That's exactly right.

Comm. Mimms: We want to have a community forum and then we hear the community. People that may bring this to the table may not own a house so it wouldn't affect you. Someone that owns a home and your taxes are going up, you're going to be like, "Hold up." We need to make sure in a proactive way that the community is involved and we have an exhaustive list of what happens, what is bonding, what the SDA is responsible for, and what happens with local control. It may be different with local control with what we have to pay for and what we're not. There may be some tax levy increases with local control, which we don't know. We need to get an understanding of all that and a packet needs to be introduced.

Comm. Rivera: This discussion came about because for many years a lot of the buildings in this district are in bad shape. Sometimes we're faced with a situation of we either put money to fix the buildings or sacrifice instruction. We don't want to sacrifice instruction. A lot of the problems that we have in the buildings here have to be

addressed and it has to be absorbed by our budget. It's like buying a house. If you have \$300,000 in your pocket right now and the house you're planning to buy costs \$300,000, I think it would be smart to take out a mortgage and not pay it all cash because then you won't have any money left for the upkeep of the house and utilities. Being in government for a while a lot of these governmental agencies and school districts use the bonding as a tool to fulfill the needs and at the same time it's part of the budget process to make sure that our taxpayers are not hurt in the long run. We'll make sure that whatever our debt service is going to be, we don't have to foot it and put it on the taxpayers. These are all the things we're trying to do. When we thought about bonding we're thinking about the taxpayers. Let me explain. A lot of the money that's being put in our budget right now we don't have a surplus like the way we used to have in the past. The money we're putting aside to fix a lot of this capital improvement should be going into instruction in other areas, but sometimes we have to choose. For example, if a roof is leaking and the SDA is not fixing it, we have to fix it. We have to find the money somewhere. Just so you know, when you hear bonding don't think we're being irresponsible. We're just trying to use any tool that's available out there to do what we need to do with the best interest of the taxpayers, our students, and the teachers. During this whole budget process the message has been let's try to reduce a lot of the consultants that we've been using, let's rely less on the outsourcing, and let's try to do a lot of the services here. We asked every department to come with a plan to save any monies without sacrificing instruction at all. Going back to the bonding, trust me, we're looking into this, but it's part of the budget process. The last thing we want to do is increase the levy to our taxpayers.

Comm. Irving: Comm. Mimms, the process you just laid out is what we discussed. The facilities and finance departments have to be able to put this plan together for us and present to the Board what the bond will be composed of. That needs to be vetted by us. We need to decide very simply. You're not bonding for an unlimited amount. You will request a certain amount of money and with that you have to figure out if we want four boilers and two cogeneration machines. Do we want new windows and this? These are the types of decisions that have to be made, keeping in mind the fact that there are some schools that I think we're all going to agree on and say these schools have to be on the list because they are in desperate need of repair and support.

Comm. Rivera: Also, we're using a long range facilities plan to do this. It's not like today we feel like we have to borrow some money to do this. We're going to use the long range facilities plan. The difference now is...

Comm. Irving: We have to.

Comm. Rivera: Before you could have a long range facilities plan, but if you don't have the money it doesn't serve any purpose.

Comm. Capers: Who has that plan?

Comm. Irving: The district. We adopted it last year.

Comm. Capers: I'd like to look at it.

Comm. Irving: We can certainly ask it to be sent to the Board members for any of our new members. The Board adopted it last year.

Comm. Redmon: Just to piggyback off what Comm. Mimms was saying, since we do have the public involved we should also look at this shared service agreement with the

city. Some stuff that we do go out to float the bond we might share with the city. Example, when we do snow removal maybe we can buy our own snow melting machines that the schools and the city uses. When we go to bond out for vehicles for our district maybe we can also bond with the city to get vehicles as far as a lease/purchase agreement plan. We need to incorporate that in that process with the shared service agreement plan with the city. I think it will be beneficial that the public be there so that they can hear some benefits that can save them in the long run at the city and district levels.

Comm. Mimms: I don't want to beat it to death because I think we beat it enough and we're not here to vote. I just think that no matter if one or two individuals look at something, we always bring it for vetting. Then we have to openly discuss it so the community knows what we're talking about. It's not that we're coming against the idea. We're just trying to get an understanding so that when we vote we're voting appropriately. It's not to say no, yes, or whatever. It's just getting an understanding so when we're talking to the constituents of the community and they're asking us we're able to bring clarity and discussion. When we vote yes or no we're voting based on what we see and what has been presented. When people are asking us if it's a valid question, we're able to tell them do not vote for that because that's going to raise your taxes or whatever. That's always my purpose of saying it. Here are just a few more things I'd like to see on the priority list. I want to see more professional development for our teachers. Our teachers are expected to do so many things. I know I talked about it in the meeting a couple of weeks ago about the meetings with Dr. Evans and the teachers to boost morale and try to get an understanding of the attendance rate and what's happening in the classrooms. If we provide more professional development for teachers I think that would be great. With the lead and asbestos concerns that we've had, if we would provide a yearly testing. I don't know if it's yearly or quarterly. I think we need to do that and be more proactive, rather than finding out later. Whatever our findings are can be communicated to our parents in the community earlier than later.

Comm. Cleaves: With the lead testing, I know we do it ourselves here in the district. We might need to reach out to professionals that do it because maybe they might find something differently than the way we test it. I don't know how we test it, but I know that Passaic Valley Water Commission will come in and do lead testing for the district.

Comm. Irving: We have a contract with an outside vendor who does it for us.

Comm. Hodges: I think Comm. Capers was talking about the in-school suspension. My concern, of course, is staff that will address some of those behaviors that you're trying to change with behavioralists. There are several different types. We don't have a large number of those individuals, but if we're going to talk about having in-school suspension as opposed to sending kids home we're going to have to have a brand new approach to these behaviors. That's going to involve crafting a set of policies, regulations, and also people to implement them, particularly around behavioralists. If you're not going to seriously consider your own transportation system you were pursuing at least two or three buses in the past.

Comm. Irving: A small fleet.

Comm. Hodges: Right. You do have to have an opportunity to take students to various trips outside of what we normally do now. We're trapped between 9:30 or whatever it is and we must be back here by 2:30 so they can be used in other places. We had a problem with the athletics because of that. Also, our kids can't use some of our own facilities. They can't get to different parts of the city such as the museum and the

planetarium because they can't get here. School 29 can't come to the planetarium. School 27 can't come to the planetarium because they can't walk to get there. They're not being given the opportunity that every other child can in this particular area. I'm really very concerned about science and our global approach to science. I know we are trying to use the next generation science standards. But I think something more has to be done to support that effort. That means using more science as literature or literacy materials, which we don't do as much now, and creating more interactive opportunities. I do appreciate that we will be going to the FOSS system, but I think there has to be some after school activities, which enable these students to gain an appreciation for science other than just the classroom. It also makes more realistic why it's an important thing to understanding science. We really struggle in this area. There's not a lot of interest in it. Quite frankly, some of the expanding fields of employment are going to be in the science and technology areas. We've really fallen down in those areas. I don't know what the approach would be. Obviously, I'd love to talk to Ms. Laldee and have a richer conversation around that. I know it involves some dollars. This will enhance the academics as well as the literacy. We are fighting for money here. I think that we have to do a little bit more in saying how do we make this more realistic and fun for students, as opposed to them saying, "Oh, god. It's science. I have to memorize this and that." You want them to enjoy science and you're going to have to craft a curriculum that helps to do that. Other places have found mechanisms where they turn kids loose with science. It becomes exciting and it's hard to tear them away. We were talking in the curriculum committee about having a repository of information. Every time you put together a professional development program we ought to capture it on film if we can or a disc. We do have the problem with funding and maintaining all our teachers, people leaving, and bringing new staff in. There's a high turnover rate here. If you're going to pour millions of dollars into professional development for these people you should be able to maintain some sort of repository where you can say you need to be brought up to speed on x, y, and z over a period of time. It's going to take some dollars and some technology to put that in place, such as long-distance capabilities, which we do have but don't use. These are things that we need to develop in-house and get used to using. You need a training regimen that's established across the board that's commensurate with what you offer in the various disciplines. The other thing is we give a lot of money to universities. What we don't get in return is the ability to have those colleges give our students credit. There has to be a stronger connection in making sure that our curriculum is up to standard with some of these schools. When I went to Glenrock it really upset me that they couldn't even pronounce my college, Rensselaer, but our kids got credit there from their dual enrollment program. RPI, Bucknell, Lehigh, Stevens, or NJIT - our kids aren't going there. We're not getting dual credit there, but we have all these universities that we spend money for and we can't go there either in order to receive transfer of credits. We need to make sure that our curriculum is compatible with what they will accept on that level. That guarantees that our kids can be more effective in terms of their performance on those campuses. There has to be a significant look at AP and honors courses, how our kids are faring, and how many are in there. Obviously, that's a big marker when you look to see how students are performing in school and how strong a system of performance you have in your school district. AP, honors courses, and the successful pass rates in those courses. We don't have a very high success rate and that's because our overall system has not in the past had a curriculum. I'm hoping that will strengthen in time, but something has to be done in the short-term to make sure that it's of the quality that it needs to be in order to be useful. You don't want to fool kids saying you just went to an AP class and then it doesn't get them anything at the end. Some of these issues are going to have to show up in negotiations, particularly some of the after-school programs. You're going to want teachers to come and spend some time being advisors for some of these after-school programs. That's the reality of the situation. Other districts do this. They have

negotiations where they arrange as part of their contracts to have advisors who can be part of the debate. Chess, youth in government, science clubs, physics clubs, math clubs, dance, photography, the very things that we don't offer our children here. When you go to a high school, none of these things are in place for our kids, not a photography program or an electronics program. When they get to college they will be doing this stuff or at least their peers will. They were doing it when I got to college. That's another issue that we need to take a look at in terms of how we manage to bring some of these teachers or somebody in so they can help assist us in providing some of these opportunities for kids after school. I ran into a college professor. He's coming March 15 to tell you what he's experiencing. It will be during the public portion so it won't be anything special. He's telling you his experiences from our children when he sees them in college. I think he teaches in six colleges across the area. He will describe to you their level of performance. I'll just leave it at that, which will be interesting. That's the end product that we're putting out there and that people are seeing. We ought to know what's happening when these kids leave our doors. We had asked in the past that the guidance department begin to follow and track these kids, at least for the first two years, to find out how successful they are and what their struggles are in the various colleges they attend. It gives us an indication of what kind of job we're doing in terms of preparing them when they leave our doors. I think we have not done that. I'm hoping that we do that in a very systematic way and that should be reported to the Board on a yearly basis. Many school districts do. They come back and know where kids go to school, where they apply, how they get accepted, what they've done the year before, on and on. In fact, I've given you a copy of the reports. Teaneck and some other places have done it. We don't do that. It gives us a look at what kinds of performances we are receiving from our children. Once upon a time I used to like math until I hit pre-calculus or calculus and that changed everything for me. I'm not sure we're doing enough to spark students' interest in math. Not only do these things require some money, but they really require a longer discussion about what kinds of approaches we can bring to bear. A great part of the effort has to come from the kid and it's not there because of their interest level and because we have not inspired them or given them the opportunity to be inspired by what we're trying to teach them in the classroom. I know we have a brand new curriculum now and that will probably take care of everything, but just in case it doesn't I think a larger conversation has to be enjoined around making the whole STEAM program more effective. This brings me to music and arts. It sounds like we're having this wish list and we want everything with diminishing dollars. But I think what really has to happen is we have to look at how we emphasize different things and how we utilize curriculum and instruction in a different way. There are ways to incorporate music instruction in math and in science, too. There are ways to do these things. They're being done all over the country. We're going to have to find some approaches and look at other programs and get serious about seeing what other people are doing around the country in these very lean economic times.

Comm. Cleaves: What we probably need to look at is letting the teachers teach and not having them teach to take a test. Go back to basics and just let them teach.

Comm. Hodges: Yes. Unfortunately, the curriculum is a lot more complicated now. The approach to teaching to the test is a horrible practice and I agree with you 100%. It does not allow the teachers to be effective agents of inspiration, but we also have to provide them enhancements to their curriculum so that it does become useful and actually inspirational for the students.

Comm. Irving: I think it's important to note that in conversation that we've had this evening there are a lot of recommendations we all threw out, but the Superintendent's

job when he proposes the budget is to...what we believe collectively as a Board is viable and important. It is his job as the Chief School Administrator to go back and figure out here's how he can make this work, here's where he's already doing this, and here's how he incorporates this. This is going to be really tough. It may not make it this year, but our plan is to do it over the next two or three years. We all represent different constituents - all of us. Although we represent everyone in the city, we have specific people in our lives and communities we live in that have specific interests. The interests that I have in South Paterson may be different than the interests that are in the fourth ward and the fifth ward. That's why it's so valuable for us to be able to have this discussion tonight. Ultimately, it's the Superintendent's job to synthesize these recommendations and for it to be reflected in the budget narrative.

Comm. Mimms: I know we had the DARE Program in the past, but with all of the concerns in our community to introduce it to our schools would be great. Even if it's not to the entire city, especially in the hotspot areas, the DARE Program would be great to be reintroduced. Also, we need some internal controls throughout the district that will allow our administrators to identify the effectiveness, success, or failure of things that are being introduced that do not work earlier. That way we're saving money. If we don't need it in the negotiations of whatever the programs are that are being introduced we have that language in that program that says if we don't like it or it's not successful we're able to pull out of it. So, we need to develop internal controls, whether it's in curriculum, operations, and across the board. The other thing I've noticed when we do hiring in the district is we hire individuals and then we hire a consultant to train the individual. That's why professional development is important. I think we need to look across the board at all the people that we hire in the district, especially at an administrative level. We should train those individuals so we can save that money when it comes to hiring a consultant to train people that should already be trained to do the job. We can put more money into that. At the higher tier level put more professional development training into those individuals and that way it drills down and we wouldn't have to hire outside consultants. Maybe create some type of binder that talks about what's needed to be HR individual or transportation director. Once we identify that, maybe send them to training to get those skill sets and allow them to do the training for the people that we're hiring versus bringing in a consultant to the district.

Comm. Hodges: We've already had to cut back on technology in terms of personnel. That is a serious problem. It hurts us in a number of areas. We are really so behind technologically speaking in this district. We're not doing a lot of the things that we need to do. It also hurts our ability to provide needed instruction for our students. We also need engineers. You need engineers on staff. I cannot tell you how important it is. The CREs or the SIPs look at a problem-solving approach to learning and that's basically what an engineer does. They attack it from an engineering perspective of looking at the problem and trying to find a solution based on what I have in front of me, the money I have to spend, and what might the constraints of the design process. Those are all things that are taught and taught very well in engineering. I went to an engineering school and learned in part that process. It is extremely useful. This is what Glen Rock did. They went out and hired an engineer and made it across the board. They didn't want anybody to be engineers, but they wanted the process that they followed to be spread throughout their district and enhanced for their teachers. What Comm. Mimms said is exactly right. I hope that we find some way to take the thumb off the true cost for people with certain skills and be able to move forward with people we actually need, not the ones we have to be forced to settle for.

Comm. Irving: My goal is to finish up in the next 15 minutes. The public has been waiting and I want to make sure we hear from them.

Comm. Mimms: This may not cost anything to the budget, but I remember when we were talking about introducing PARCC to the district. You can name it something else, but I called it PARCC sites. For parents that don't have computers there will be centralized sites in the City of Paterson where parents can go to those sites and park there to be able to learn and be instructed. Maybe there are some tutorials on the PARCC test. I know PARCC is coming. Maybe we can send a letter out to the parents earlier with some sites that they can go on for study for some study techniques and skills. I think we need to definitely do the PARCC sites since this will be the actual year of rollout. We need to introduce PARCC sites and give the addresses and locations to the parents so they will know where they can go if they don't have a computer. They're able to go there and do that, even if it's in the library of the school. It could be public library or wherever. We could partner with some community leaders to say there will be a PARCC site sponsor or something like that. I think we need to introduce that. On the district calendar can we include the School Board meeting dates and workshop dates? Our meeting dates are not on the district calendar when it talked about the days off for the students. I think if parents get that information, not just once, but quarterly. It's not just the website. Everybody doesn't have a computer. I'm speaking for the parents. I know it's on the website, but people have come to me and they have stated that we get that. I'm just bringing it for the Board.

Comm. Irving: That's not too far off of a request.

Comm. Mimms: That's an easy request. We can do that easy.

Comm. Hodges: Financial literacy - I'm going to harp on this one more time. There are banks that have a community reinvestment obligation. Many have programs that they offer to other communities. They offer curriculum from k-12 in financial literacy. Ms. Shafer knows about this because 11 years ago they came here and were willing to do it, but we as a district refused to allow our kids the opportunity. They agreed to scholarships, training, shadowing opportunities, and internships. They were going to build a student run bank, teach curriculum on stocks, bonds, and insurance - soup to nuts. They were going to take kids out to their training facilities for nothing. We turned them down and as a result what has happened is that we still have people outside who pay 2% to 3% of their paycheck to check cashing places, don't have a checking or savings account, and don't know how to save money. When you save money, particularly as a youngster, it changes your outlook on what you want to do with your future. We're robbing them of that understanding which other people are getting all around us and there's absolutely no reason for it. I'm going to bring up one more time reading at School 28. We have kindergarten and first grade. I'm still looking for a plan that will address or will work to increase the number of students who can read. There's no testing that you're using as a criteria in those two grades, at least not that I'm aware of. I don't understand why since the need is there and you have these excellent teachers who are well trained we can't use those talents to craft a reading program that will effectively enhance what's going on in the building in those lower grades and then export that to other schools throughout the district. That's what I'm looking for. I don't want more kids just put into a Gifted & Talented program. I want more kids able to qualify for the Gifted & Talented program. I think that we need to have better efforts and higher expectations for those kids in those buildings. Part of the process is you have teachers who can craft a reading program that will be effective in addressing the needs of those kids in that building. If it can be done there, it can be done anywhere in the City of Paterson. Lastly, I don't understand why we don't have a lot more interaction between buildings in terms of our students. A high school develops a program for the planetarium and then it gets sent from Kennedy over to SOIT to digitalize it. From there

it goes back to PANTHER and they actually put it on and run it. Now you have three different schools working together on a topic which can then be shown to other students and the community. All three schools learn from that experience. There should be other collaborations and debates going on in different schools. We do have the math quiz and something else that we do on a regular basis. This is the same type of thing but it surrounds scholastics and it will enhance students' interest. Quite frankly, it doesn't cost a lot of money. It just costs will.

Comm. Redmon: I think we can do virtual classrooms where you have students in other buildings that actually see each other and communicate with each other. Most other districts have virtual classrooms. If you're a student that's out that day you can actually log in and see what the other students are doing.

Comm. Hodges: 4Cs.

Comm. Redmon: Or even out of the country. If you go to other countries and you want to interact at that level, I think virtual classrooms is one of the key things that we might need to go to.

Comm. Hodges: You have these processes you can create as an effort in social studies, math, science, and research. You can do it at an early age. You just have to dedicate the time and effort and commit yourself to doing that. It enhances the learning experience for the students in those respective buildings and I would love to see that put forward.

Comm. Mimms: Last, but not least, I'm not sure if it's a part of our curriculum that's being introduced, but to ensure penmanship is included in our curriculum. There are so many students at the higher grade levels that are not writing in penmanship and I want our children to be prepared for the real world and be able to sign their name. If it's not in the curriculum, we can ensure that it's added that our children are able to learn and write penmanship.

Comm. Hodges: That is already a policy and it should receive regulations which would then require it to be implemented. I'm disappointed that it's not been so far. I do understand some of the challenges with the curriculum, but that was done two or three years ago.

Comm. Cleaves: Almost six when I first came on the Board.

Comm. Hodges: Exactly. I'm acutely sensitive to that and most of you know why. There's no reason why that shouldn't be here. Quite frankly, it is an expanding problem. People cannot not only write their names, they can't read their names. They can't recognize their own names. They can't fill out applications. People will come and tell you the kids can't fill out the applications. He or she can't do it. That's our signature. Not only here, but it's happening in other places. I don't care about other places. It shouldn't happen here. I'll stop. That's a very good point, Comm. Mimms.

Comm. Martinez: I want to wrap it up. I want to take a moment to acknowledge the folks sitting behind me for all their work. I know over the last couple of weeks we've been going back and forth in committees and we've commissioned a lot of these folks to do some hard things and shave their budgets down. It's been a lot of back and forth. I just want to publicly acknowledge them and thank them for their hard work. Earlier today the Governor laid out his budget and in a couple of days we'll get some clarity as to what that number means specifically to us here in Paterson. I want the folks out

there to understand that everyone here laid out a lot of good ideas. There wasn't one idea that I heard that I don't agree with. I would love an ideal world to have all of these things in the district. We have to understand that we have to work within our means. We have to be realistic. We're not going to get everything that we're asking for, as much as we would like to. Our budget is essentially a reflection of the vision that we have in this district. If we want to be a district that says we're going to be leading our students into the 21<sup>st</sup> Century and leading in technology and advancing in these areas, our budget has to reflect that. If we're not allocating the dollars to those specific lines that support technology, arts, literacy, and things of that nature, we're blowing a lot of hot air. I'm not saying that's what's going to happen, but the priorities that we're laying out right here, if they're not reflected in the actual budget when it comes out, that's going to speak in volumes. I wish we could have all of those things. Dr. Hodges is speaking to literacy and Dr. Mimms to the arts and music and things of that nature. Ms. Redmon is with security. These are all desperate needs we have in the district and I hope these things are reflected in the actual budget lines. That will be where the rubber meets the road. That will be the truest indication that we are serious about making these things happen if we put the dollars behind them. Thank you guys all for this process!

Comm. Irving: I want to just acknowledge this has been a really good conversation. Remember, this isn't even step one. The budget introduction still has to come for the Board and that's when the conversation truly begins. What we've done for as long as I've been on the Board is always have a conversation with the administration to make clear its opinions and thoughts relative to our collective brains relative to how we see, not just instruction, but the quality educational experience that our kids get. I thank you all. I thank the public for indulging us in the conversation. I think it's important for you all to hear the types of ideas that are currently being tossed and discussed as the budget gets constructed.

## **PUBLIC COMMENTS**

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

Comm. Irving: I just want to remind all the speakers we have a three-minute time limit. When you hear the buzzer please wrap up.

Mr. Corey Teague: Good evening. I heard the discussion tonight and as always I really didn't hear much about special education. We have a Secretary of Education, Betsy DeVos, who doesn't even know what IDEA is or what the federal guidelines are for protecting students with special needs. This means that's not even going to be a priority on her list. And with a nut job in the White House, he's going to go along with her. We have a serious issue on the federal level in terms of special education. The moment that I got on the Board my main focus was to make sure children in special needs classes were not ignored, left out, or forgotten. I know it's easy to say that they're not, but they are in many instances. Parents still contact me now with issues with IEPs, placements and things of that matter. I usually refer them to Ms. Coy. I'm sure she gets a lot of parents that come from me. I really don't want this Board to forget that we have a large group of students that need the extra help, the extra time in the classroom, and out of classroom instruction. These things cost money. Understood, but let's understand these are our children and they have progressed. Take for instance my daughter. Now she's reading a grade or two above the grade that she's in now. When she started out, she was having so much difficulty just pronouncing words. Now

she's at the top of her class. That's because of the instruction that she's gotten in the classroom and the special education programs that were made available. She was able to move from where she was at that time being in a contained classroom to a fairly normal classroom with more students. That's because there was funding there to help. Even though we're being underfunded now we're looking at tremendous underfunding because now Devos wants to privatize even the special education sector. She wants to use vouchers now for special education. Special education children have school of choice now as if they're going to be able to choose which school they want to go to. Let's be honest now. This is the person that's now Secretary of Education. So as advocates for our kids were going to need you guys to fight hard. I know I rant a lot and I know that I fuss a lot, but you can't take that personal because everything that I do I'm fighting for the kids. This doesn't benefit me at all. There's no money in being an activist. There's no money in being an advocate. The time that I spend is an investment in the children. I start with my two. Some people may say he's just passionate. You can say that and I'm going to continue to be that way because this matters to me. I didn't disappear. Like I said before, many people walk away. But from 2009 when I first started realizing what was going on with my daughter until now I have been active and involved and I plan to continue to do that until the day I die. Please don't forget the special education children when you begin to have your talks about the budget. Thank you.

Mr. Ernie Rucker: Good evening Commissioners. I'd like to start by thanking the PEA for their assistance and partnership in the Black Condition Conference on February 25. I also want to put on the record that I am now fully engaged in lobbying to have the City Council, even though it's ceremonious, to vote to have the School Board election brought back to April. This election has taught me something. The average person cannot run for School Board anymore. You have to raise some extraordinary money in order to do it. That retired teacher or that parent will never have a chance to supply to this Board or this district its expertise. It's sad to say it. I'm also here tonight for another reason. I understand last week there was a controversy on this Board concerning a Facebook posting from Dr. Hodges. I heard it got a little ugly. But let me explain this to you. If it wasn't for Dr. Hodges most parents would not know what's going on in the district and on this Board. I'm here tonight to lend my services and expertise politically to Dr. Hodges for the upcoming November election. I've not done this in almost 20 years, but it seems to be a movement going on to remove him. It's not going to happen. I want to make it very clear. Most of you know me. I don't make idle threats. When I tell you I'm about to do something, you can pretty much go to the bank and make a deposit. We are going to work with you, Dr. Hodges. I want you to continue to post. Bring the information back to the public. Believe me, the majority of information I get is from your postings. The public deserves to know, good or bad, what's going on in this district and on this Board. Lastly, in closing, you guys were talking about shared services with the city. I've heard that before. I want to see it happen now. I want to see those meetings happen. I've already spoken to the council president. I told him the same thing. No more talk. Let's do it. I want to know has a budget solution been prepared yet. Are you in that process of coming to a budget solution? After you get local control things are going to change and we're going to feel it on this end. I want to see this Board do some work. Save the Village will have a representative here at every meeting from now on and if it's not me, it will be somebody like me. Have a good day, ladies and gentlemen.

Mr. Robert Scott: Good evening everybody. First and foremost, I would like to thank everybody for the job that you're doing and everybody being here tonight. We had a couple of questions coming from the parents. One of the things we're looking for is a process for obtaining parent feedback. There's occasionally different misinformation

that's going out. We have parents who are concerned dealing with a little bit of what Mr. Rucker is saying. With that being stated, I come up to you, not bringing problems to you, but also trying to offer different solutions. One of the things that's available through the PTO leadership, which is not costing anything to the district, is opening up the transparency, especially with what Comm. Mimms was saying earlier in order to get information out to the parents so that we don't have any type of confusion like what happened before. One of the things we're also looking at is that by creating something like feedback for the parents on what exactly is happening with their budget and what your priorities are, just opening up the transparency so we have no confusion or anything. It would not cost the district any type of money because you have a wealth and a magnitude of different parents that are willing to volunteer their time in order to assist with just getting the message out to everybody. Touching back to the original question that was dealing with our wish list, which was articulated by our President, is stuff that we need. We want to thank everybody with your considerations for security and protecting all the parents and kids in the district and just making sure that any type of consideration with that please remains to be paramount. Like I said, it's hard to get education and to start studying and concentrating on math, technology, and language arts when some of our parents, kids, and everybody else is scared to even come to school. I would like to bring that up to keep that into the forefront and alive so that we can be with our leadership that's here in front of us and following the example and vision that you have for our kids, parents, and everybody here in this district. I want to thank you for your time.

Ms. Nichelle Brown: Hi. This is my first time speaking in front of the Board. My name is Nichelle Brown Dawkins. I'm PTO President of School 28. I was listening to you guys tonight and I was impressed with some of the things you said, but I was a little disappointed also. We have been having literacy nights and brainstorming about literacy at our school. But as a parent at the school I don't feel like parents get enough information. You talk about the PARCC test. I don't want to get a sheet of paper with my kid's score. I want you to tell me what that score means. I want you to tell me what you're going to do to make that score better. Tell me what systems you have in place if my child is not on level. What are you doing to get him to level? If my child is at level, what are we going to do to challenge him to bring him to the next level? I just don't think that the parents get enough information. I think we get a lot of paper and we're planning to do this and that. Tell us what you are doing. Tell us what we can do to help you. Tell us what our kids need to do to succeed. You talked about how people are saying what's coming out of Paterson. While I think there are a lot of great things coming out of Paterson, there could be greater things coming out of Paterson if people would communicate. The parents are ready. We're in the trenches. We'll do what you need us to do. Stop hiding the information. Bring us in. Partner with us. Let's get it done.

Ms. Rosie Grant: Good evening Commissioners, Dr. Evans, staff, and community. I listened to the discussion this evening and I'm glad that you're having it, but I think that there are many priorities missing. I also think that the discussion is late. Principals started thinking about what they needed in their buildings when they got there in September and October. You can confirm it with staff, but may have already submitted their budget for the year. While you're having this discussion I'm concerned about whether or not it will impact what actually happens in the budget that gets presented within the next four weeks. I want to urge you next year to consider having this discussion a lot earlier than you're doing it today. Also, I want to ask you to look holistically. While lots of issues were raised and things that you want to consider and things that are priority, I want you to look holistically at what we want our children to know and do and be capable of when they walk across the stage at graduation. If this is

what we want for our children given where we are now, how do we get there? What I heard today was that we want this, this, and this. But none of it gave me any kind of hope that we're looking at here's what a Paterson graduate ought to look like if we're going to educate our kids to high standards so that they're ready for college and career and functioning in society as successful individuals. What are those things that are missing in our education system and how do we add them? I hope you take the opportunity to have that discussion before our budget is presented to the public. I thank you for this opportunity and I ask that you allow the public more opportunities to speak. Many people didn't know that tonight was going to be a budget discussion and it would have been helpful if people had known and come prepared and had some time to think about what they might want to suggest as priorities. The other thing is I promised you at the last meeting that I would bring our chronology of key dates of moving the School Board election from April to November. It's important that we know our history as we consider our future. One of the things I wanted to point out is that August 18, 2016 the New Jersey legislature approved a moratorium concerning the date of the annual School Board election in validating any petition, resolution, or action taken between June 1, 2016 and May 31, 2018. This means the first time that Paterson has an opportunity to vote to move the School Board election back to April will be June 1, 2018. I do want to make everybody aware of that date, unless the Commissioner, who has an emperor's clause in our education law, decides to change that. I think that's what the City Council is hoping that she will do. I want to pass these on to you and ask you to be mindful both of the laws and remember that sometimes we do have to push back against them to get our kids what they need to make them successful. Thank you.

Ms. Sylvia Farrar: Hello. Sylvia Farrar. I'm here on behalf of the students of Paterson Public Schools. Charter schools are fine, but public schools also need funding. They need adequate teachers, technology, and full funding. We're already underfunded. I ask that the Board and all present please keep the pressure on to fight against this flat funding. Paterson is already underfunded and we have our struggles in that area. We can't get technology and all the things we need because we have no finances. We need money to do any and all things. That's my pressing issue. I want to congratulate Comm. Mimms on her findings because a lot of what you have stated is a very strong concern in the community and things that are needed, and Mr. Capers as well. It's a very fine program, but as you remember when the state came here a year and a half ago, the question was clearly asked about the responsibility. The state clearly stated that the district is responsible for some of the things that were discussed here. At the time School 6 and so many other schools had water leaking from pipes, walls were exposed, and it was just horrendous. The state clearly stated the district is responsible for these things. Now with everything going back to local control don't look for too much help that way. Another thing is the curriculum might help improve some of the attendance. That's another thing. Please look into what the attendance dropout rate is. Cease Fire went to the schools and we had a program with the results of shooting victims. We did a little survey of our own and we found that at the fifth grade level there was a serious dropout rate. Students had stopped coming to school in the fifth grade. We need to look at that as well. Dr. Abraham Abrams wrote a book years ago, and some of you may be familiar with him. He was talking about how mothers love their sons and raise their daughters. They build prisons based on the young black men in the fourth grade. Please understand that. Amistad is very important to our educational curriculum. Dr. Evans has already said that there is only American History. No. There's Black History. Everybody else can claim their history. Black African American History needs to be taught in every subject, classroom, and every period of the day. That should not be an elective. That should be in the curriculum. The teachers should be mandated to take Black History so they can teach it to our children. Thank you very much.

Halls that Inspire, Inc.: Good evening everybody. This is almost like a homecoming for me. It's really good to be back. Regardless of what anybody says, I really enjoyed listening to the exchange of ideas and information that was put out tonight. You're not going to be able to please everybody and it's a lot more things that you guys have on the table than I could possibly imagine. I applaud just the way you guys interacted tonight and it sounded good to me, all of the things that you brought forth. Most of you know who we are. We're Halls that Inspire. Our humble beginnings were here in the Paterson Public Schools where we completed some 24 schools. We're an art and social awareness initiative. We provide these very special platforms for these kids to be creative and expressive through the arts and the social awareness program that we have. We're now in Newark. We've been given a three-year contract there where we're doing public schools there. We've also been invited to have a seat on their arts council there as well. Newark has taken us in with open arms. That's not to detract away from my focus, which is Paterson Public Schools, my hometown, my city. I'm just going to read you a brief proposal. This has been in the works for 18 months. We finally got it approved by the Mayor last week. We got it approved yesterday by New Jersey Transit and we are inviting Paterson Public Schools to come on board with us and the others who have sponsored into this program. I'm going to read the proposal: "Halls that Inspire has come full circle since its inception in 2009. It has serviced 17 different school districts throughout the State of New Jersey, facilities that provide services to our youth, non-profits that provide special services to homeless families, adjudicated youth facilities, and municipalities that offer special programs like ours to communities that are seeking to beautify, inform, inspire, and encourage change and open our mindsets to a progressive and innovative way to introduce a key social group to all societies, public art in our hometowns across this great state. The Train Trestle Project runs from St. Joe's clear down to Montgomery Place. We embarked on this project 18 months ago. We felt that this could be a great jump-off point for our youth in the City of Paterson to send a loud and visible message to the rest of the state that Paterson is on the rise. Progression, motivation, and a renewed sense of pride for and about our city is brewing in a positive way. The time is now that we continue to push to gain support and approval for this major proposal that will provide us with a strong platform to enhance our city's landscape with beautiful, uplifting, informative, and motivating murals that not only provide visual pleasures, but will also provide a sense of pride and information that will infuse positive messages for our communities to thrive and continue our ongoing climb back to greatness and positive notoriety. We will structure and utilize our youth in the Paterson Public Schools, the artists that live in the city and the community, and seek guidance and advice from investing entities." This is not really the forum that I wanted, but I wanted to put a note out that we really need you guys to come in and partner with the rest of these sponsors, which is New Jersey Transit, TD Bank, the Board of Chosen Freeholders, and PEA. We're looking to NJEA to come in as well. This is going to be a three-month project. We're looking to get it completed with contracts and funding by May 1 and start this off at the end of June. It will carry with an unveiling on Labor Day. If possible, I'd like to request a meeting with assistant superintendent or the Superintendent as well. My assistant superintendent is my mentor. She has been a star supporter of our programs, as well as both deputy superintendents. I would like to request a meeting to sit down and see how we can make this all come to fruition. God bless.

Comm. Irving: Thank you, and continue your hard work.

Halls that Inspire, Inc.: Good job with you guys as well.

Ms. Darlene Morris: Good evening everyone. Thank you for this opportunity. As I sat there and wrote down numerous notes, I knew I wouldn't be able to get to everything. I think I'll start with what's near and dear to my heart. Since the money is sparse, we need to look into some ideas with regards to sharing information. I find that there are a lot of people here that have a lot of great ideas that are not being utilized. One thing I'd like to call your attention to is at School 28. By developing rapport with each and every teacher, I wish I could send my phone around because I have pictures, teachers know that they can depend on us, so they in turn allow us to depend on them. We had several workshops this year at School 28 and I have the pictures where there were so many parents there for our STEM program that it was full to capacity. Had I known it was going to be that successful we would have done it in the gym as opposed to the multipurpose room. That's a result of working together where we don't have money. We have to work together and utilize our ideas. I was even looking at this agenda where there's money being offered for bus trips and different things that we can't use some of the money that we have for. I get it that they may not want to give it to everybody, but if we shared information we could all go out and try to work together so that the things that the one school may not have we can also get it for other schools. Unless and until we work together, we're never going to attain the goals regardless of how much money we have. We have a lot of talent in Paterson. I have parents that stand behind us 100%. I have parents that are coming out at every PTO meeting. Not because I'm begging them, but because they're there willing and ready to work. They know I'm willing and ready to work. I have a disease that can take my life. I brought my medicine to work with me and made a doctor's appointment up here so that I could be here tonight and express the concerns that I have for these students. These kids matter. I also think that parents have to take responsibility for what they're not doing. I don't play with parents. I tell them the truth about the matter. They may get annoyed at first, but 100% of the time they come back and thank me because they know it's true. I'm not doing anything to hurt them. The school can't do everything. We need to partner with our parents and they'll partner with us. They are very appreciative of what is going on. I feel good that my teachers came down and offered me the STEM program. They're bringing the Stevens Institute in April and as a PTO we serve the food, and we serve healthy food. If we're going to teach our kids to have healthy minds, they have to have healthy bodies. We have to share information. Some of my colleagues give me ideas and whenever I find out anything I share it with them. That's what it's going to take, for all of us to sincerely work together to make the difference in this school system. The school can't do it alone. Parents can't do it alone. We have to do it together. The other thing that I want to mention before I run out of time is that augmented reality architects, alternative currency bankers, these are the jobs of the future. We're not preparing our kids for the jobs of today. We have to get on board and we have to have people that care. I think that's the biggest part, human capital. Thank you.

Comm. Irving: Thank you, Darlene. Continue your hard work and the work that you do in this district.

Mr. Charles Ferrer: Good evening. I just want to touch on a few things. I was listening and Dr. Hodges and Comm. Mimms stole some of the things I was going to talk about. I was going to talk about that cursive writing. About two weeks ago there was talk about other school districts on the Channel 4 News in the morning that they were bringing that back. We always talk about we're a data-driven district. The data says that when children write in cursive handwriting test scores go up. Our children are very successful. Dr. Hodges, you started talking about math. I know you don't like to hear it, but a whole lot of Paterson Public Schools students up at Passaic County Tech are in their engineering program holding it down. I know you don't want to hear it, but they got

their training to be successful in the math programs up there from the teachers in this district. If you want to bring a program like that here, that's fine. But the children who wanted to be engineers went where the program was. The same thing is going to happen again when they put the STEM building up there. They're doing something that I don't particularly care for because they had a STEM program this summer but they made sure that information really didn't get out to Paterson. It got out to all the other areas. When it comes out this time I'm going to make sure we get it so that our children can take advantage of it to make the decision whether or not they want to go up there or look at the programs here. We do have a partnership through Passaic County Community College that our children that are in the STEM program can go there for two years and then can move into Montclair State University or some of the other colleges that they have and possibly not pay any tuition because it's all free. But we need to know about that. I'm just going to back up and talk about the budget. There used to be a time when we did the budgets around here and we made sure that all the necessary positions in all schools were filled. We used to have a person that did that job so that we never had to worry about schools being understaffed. We need to go back to that. Just like when you shop. If you don't have the money to buy that extra pair of shoes, you don't buy it. It's the same thing here. Our priority is to make sure that the children that come to our school system have everything that they're supposed to have in that building. We need to do that. If there's extra money, then you spend it. What does that mean? That means that consultants and outside entities should not be a top priority. Look at the districts around you. There's no IFL up at Passaic County Tech and many other places. They use the talent that they have. Darlene just spoke about it. We have all kinds of talent. We talk about after-school programs. It shouldn't have to be just teachers. There might be some parents that are available to volunteer time that might be doctors, lawyers, architects, engineers, chefs, or whatever. They're all here. Did we ask? There might be church organizations that have those same people that are willing to volunteer their time free. When I worked with Dr. Bell years ago when I was in college and we set up the St. James Recreational Center on Godwin Avenue, all we asked the parents was for one hour out of the week of their time with their own children. Have we asked that? Probably not! I'm just going to leave it there. That's what we need to think about, making sure that the schools are fully staffed. If there's extra, then do something with it. If there's not, tell all the people we'd like to but if you want to help us out by consulting on a freebie, you're welcome. If you're not going to do it for free, we can't help you. Thank you.

Ms. Valerie Freeman: Good evening everyone. I just have a few questions that I need to ask. When is the preliminary budget due to the County Superintendent? When will the public have access to it? I heard some discussion about some of the consultants that you're thinking about removing. I'd just like to know which consultants and the firms. Can I get that information? Those are my three questions. I'm very concerned about the budget and what cuts are going to be made. I think it's very important that the parents know in advance what cuts are going to be made and why. You can't hit us at the last minute with it. It's not fair to us. These are our children and we need to know these things. I thought that the last time we wouldn't be here again with this and that the public would be made aware. As parents we have to know what cuts we plan on cutting. It's entitled to us. You can't do the behind-the-doors stuff. You can't do all of those things because it's just not going to rock. With the fact that you may be getting local control it's very important to me. The fact that we may be looking for a new superintendent is very important to me. The budget is very important. I need to know these things. You have to share these things with the parents. You have to. It's just crazy if you don't. We need to know these things before it's sent to the County Superintendent. We need to know what you're trying to cut. I don't know if you think it's not important to parents. I want to believe that you think it's important. If I'm wrong,

correct me, but I think the preliminary budget is due to the County Superintendent on Monday.

Ms. Daisy Ayala: March 9.

Ms. Freeman: The parents and the public don't know what cuts are being made or anything. That's fair?

Comm. Irving: When you're done we'll go through the budget schedule.

Ms. Freeman: I just want to know if it's fair. If it's due to the County Superintendent on March 9, I need to know if you think it's fair to the parents and to the public that we don't know what cuts are considered to be made, or are going to be made.

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

Comm. Irving: I'm going to ask Ms. Ayala to come up just so she can explain to the Board and to the community the process for the budget introduction, the relative timeline that we typically take, and why it's introduced to the County Superintendent.

Ms. Ayala: Good evening. March 9 is the day that we present to the county. We don't communicate anything to the public unless it's approved by the County Superintendent. Until that point, it stays internal. Once he approves it, there's a regulation that I have to follow. The earliest I can present publicly is March 22. The latest I can do it is March 29.

Comm. Capers: Can you present it to the Board? Or does it go straight to the county?

Ms. Ayala: On March 9?

Comm. Capers: Before then or after that.

Ms. Ayala: On March 9, it goes to the Superintendent.

Comm. Capers: Does the Board get a copy to see what the budget is?

Ms. Ayala: When he approves it, yes.

Comm. Mimms: How do we know what's on what you're presenting to the County Superintendent? Did anyone give input to that? Is it something that you've done through the district?

Dr. Evans: The budget that Ms. Ayala submits on the 9<sup>th</sup> is the preliminary budget. Then throughout the month of March, there are deliberations and many conversations that involve the Board and another opportunity for the public to weigh in, and then at the end of that month, on March 31...

Ms. Ayala: Right. There is an opportunity to go over how the budget was constructed, what did not make it into the budget, what considerations were taken, and then that becomes public and there's a conversation. Then we have an opportunity to do revisions to the budget before it's finalized.

Dr. Evans: There actually is a written publication that Ms. Ayala prepared a couple of months ago that we can circulate among the Board that has all the dates in it.

Comm. Mimms: I have a major issue. On Monday, something is being submitted. It doesn't matter whether it's preliminary or not. It represents what is being presented on behalf of the district and our children. I'm concerned. We have a finance committee here. We have nine Board members. I'm concerned that something is being presented on behalf of 30,000 kids and we are the Commissioners and we have no knowledge of it. If there's knowledge of it, correct me if I'm wrong. I have a serious issue that on Monday a preliminary budget is being submitted to the Superintendent. If it gets submitted and I don't see anything, I'm writing a letter. I'm telling you right now. It is unethical that we sit here as Board members and something is presented to the county level and we sit here week after week committee after committee. I've been on this Board for three years and this has never happened. In times past, we've had discussions even if it was preliminary. We had discussions around it. This didn't happen when I first got to the Board. Last year's occurrence was almost rocky. This year we are titanic now. To sit here and hear that on Monday, March 9 there's a preliminary document that is going to the county level... I don't know if the newspaper is here but this needs to be in the newspaper. It needs to be on front page and center. A preliminary budget is being sent on behalf of the district and there are Board members that don't know anything.

Ms. Ayala: I've continued to follow the same timelines as the regulations have allowed me to in the past three years. Nothing has changed on behalf of the district.

Comm. Mimms: If it hasn't changed, I would love to see what you're submitting.

Ms. Ayala: You will within the timelines of the regulation.

Comm. Hodges: What has changed is the number of public discussions. In our last meeting, I was castigated because of my attempt to do what those people out there told you they wanted done, to keep them informed and make sure they had an opportunity to participate in the discussions, to hear what was going on, and to be party to at least knowing the explanations around why your decisions are being made. We won't know what your decisions are until after the budget is struck, but at least they'd have an understanding of what the background was.

Comm. Irving: I want to clarify the process.

Comm. Hodges: I know. When they called me and asked me when the budget meeting was I couldn't tell them. I had no way of knowing. We had several meetings before this point last year. They wanted that same type of apparatus and so did I. Then we have a back and forth, what was important, why we want to do things, why things weren't going to be done. You had a clearer understanding of where you were even though you didn't know what the exact numbers were. You knew what was on the table and what was taken off the table. That was last year.

Comm. Mimms: What makes this even worse is it was on Facebook today that someone was alerted that Dr. Hodges was allowing the community to be aware that we were having discussions around this priority list tonight. Someone sent a note to Terry Corallo and she said we will not be in discussion around budget. I responded to them we are in discussion of a priority list for the budget for 2017-2018. If internally in the district the communication is this is not happening, the community pulls back and they don't come. That's a problem. When the note went out, I responded to it. I hear you

over there. I'm putting it on blast. Enough is enough in this district. It was put out by the Board member so the community will come and be a part of this discussion. When they heard about it, because people were saying it's not true, they reached out to Terry Corallo and she told them that this was not going to happen tonight. You said that we're not going to talk about... I will read it verbatim.

Comm. Irving: Commissioner, what I don't want to do is have us going back and forth with staff members.

Comm. Mimms: I'm not going back and forth, because there's no going back and forth. It's fact. It's written. This is what was communicated and the person took what was communicated and screen shot it and put it on Facebook. I responded because I'm a Board member and I said we are having a prioritized budget meeting tonight in hopes that this stuff will be a part of the preliminary. I was ready for the discussion. I had a whole list and then by 8:00 we're done and now to come and say we don't even know if this stuff is going to meet your budget. It's going in on Monday.

Comm. Irving: What I need is clarification. From what I understand in the past, the budget introduction had normally come to us. Then the Board reviews the budget, and after we reviewed the budget presentation it has normally gone to the County Superintendent. You're saying no and Cheryl is saying yes.

Ms. Ayala: It goes to the County Superintendent twice. He reviews the preliminary. Then he says everything is good, you've met our benchmark, you have errors here so take a look at that. Then at that point, it comes back and he says you can now share it. That's not going to change. There's a timeframe there and we're following the timeframe.

Comm. Irving: Let me make sure I'm clear. There's a legislative piece and an executive piece to this. The Superintendent as the Chief School Administrator and the executive in this body has the responsibility to construct the budget. He must then introduce that budget to this Board, who then must spend three weeks or so vetting and having a conversation relative to the discussion. Are you saying that what you do prior to giving it to the Board is you share the budget with the County Superintendent to make him aware of the fact that it's going to be introduced?

Ms. Ayala: Yes. There are a lot of things behind the scenes that he looks at. There are ratios that he looks at and he brings it to our attention to make sure that any errors are caught. He'll bring it to our attention and say this doesn't look right compared to last year. If the administrative cost is too high, you've got to go back and take a look at why it's so high. We have those dialogues from a budget software perspective. That has always been. We've always followed that timeline.

Comm. Irving: I want to make it very clear because I think there is a difference between the reality of how you all construct a budget relative to the process that we've gone to get it introduced. I want to make it very clear for the public and the Board the fact that your process when you construct your budget is you share it with the County Superintendent to get his feedback on it before you introduce it to the Board.

Dr. Evans: We have to certify through him that we've addressed all of the major categories. It is not the final budget.

Ms. Ayala: What happens is they compare what we submitted last year with what we did this year. Whatever the variances are percentage-wise, we have to provide an

explanation for why the numbers went down or up. That's the whole dialogue that takes place with the County Superintendent. If he says it's okay, he also takes into consideration the enrollment. We get the number for charter schools, which we don't have yet. That's another piece. The budget is not completed until we get those numbers.

Comm. Hodges: I think what's missing here, and Ms. Grant alluded to it earlier, is this started late.

Dr. Evans: That's an important part.

Comm. Hodges: The Board's conversations started late. This should have happened in November, but at the very least January and February when we had three to four meetings about the budget process and went back and forth about what we wanted to do, didn't want to do, and voted on some things that we didn't want to see in the budget. Last year we voted on buildings prior to this point.

Comm. Irving: No, we didn't. We did not vote on anything until the budget was adopted. That's not true.

Comm. Hodges: It is true.

Comm. Irving: That's not the process. Last year we went back and forth having conversations about what potential reductions were. We did not make any formal votes until the budget was adopted. I have to clarify that. We had those discussions because we were facing almost \$50 million in instructional deficits. The conversations we had were around the fiscal realities of how we got there and what were the recommendations to fix that. We had those conversations.

Comm. Hodges: You're absolutely right.

Comm. Irving: I just want to make sure we're clear on that.

Comm. Hodges: That's clear. The point I'm trying to make is we had at least three meetings with the public being invested and involved and we talked about all these different issues. We went back and forth with them and discussed why we wanted this, didn't want that, or why we couldn't afford this. That's missing. What was also missing was the public participation. That's what they're complaining about. That's what Comm. Mimms is talking about. Because you don't have that, whatever we discuss tonight she goes and gives to the Commissioner. We don't know what anything is. Our impact of this conversation nobody knows. They don't know it because they didn't hear it. They wouldn't have known it tonight because I didn't find out until I saw the agenda. They don't get an agenda. When you do this, it raises all kinds of questions as to what's going on here and we can't effectively decide or feel that we are participating and crafting a budget which is in the best interest of our children.

Dr. Evans: There's another piece missing here. The process from the beginning of the year has been altered by the Executive County Superintendent and the Commissioner. Remember we started the year with very little fund balance. That set in motion a series of monthly meetings with the Commissioner and her staff, and then ultimately the Executive County Superintendent became involved in that, to help us to make some initial adjustments to rebuild our fund balance. In fact, we shared with the Board a lot of that activity early in this process. That's been going on. There's a big piece that's missing that hasn't been introduced and I don't think anyone knows about except for

Ms. Ayala, myself and Ms. Shafer. There is always a midyear review of the current year's budget by the Executive County Superintendent to see if we are on track with spending, maintaining fund balance, and other aspect of the budget. In that meeting, he also asks where we are in preparing for next year's budget. That conversation has not taken place. He modified that process because of the regular meetings that we had ongoing with the DOE and then ultimately with the Executive County Superintendent. The Executive County Superintendent is going to see some things he would have seen in January. He wants to make sure we're filling in all the blanks and addressing all the issues before we go public with something that we may have to pull back and start from scratch.

Comm. Irving: Which we did twice last year.

Dr. Evans: Exactly. Ms. Shafer just reminded me, and she's right, the public meetings last year that we're talking about occurred after we had the meetings with the Executive County Superintendent and before final adoption of the budget. We're really not out of sync. The timeline is off, but we're not out of sync.

Comm. Capers: Is it against the law that we can see what's being submitted right now?

Dr. Evans: There's nothing wrong with you seeing it. But if we give it to you and then the Executive County Superintendent says you didn't do this right and you need to fill this section out this way instead of doing it this way, that's embarrassing to come back and say we have to give you a different budget. That's why that meeting is important.

Comm. Capers: I get you. I'm saying sharing it with the Commissioners because we're talking about the budget. We're going over different ideas. We just want to see what is being submitted.

Dr. Evans: The items you gave us tonight you're going to get some pretty quick feedback from us in terms of how we're going to address them in the budget.

Comm. Rivera: I just decided to pull up the budget process and the law. They're correct. It goes to the County Superintendent first. They basically specify the process. It goes to the County Superintendent and then there's the notice of the public hearing, preparation of the advertised version budget, and then budget approval by the County Superintendent, delivery of the budget to Board of School Estimates, on and on. You have to understand once you put the budget here it becomes a public document now. Again, we have to understand our function. I know there are a lot of things we would like to do that we would like to get our hands on.

Comm. Irving: We're a legislative body.

Comm. Rivera: We're the legislative body. That's the bottom line. We vote on the budget. We're going to have some input. But the bottom line is we have to follow the law. We cannot change what the law states.

Comm. Hodges: I'm not interested in changing the law.

Comm. Rivera: Just to finish what I'm saying, with all these types of governments that we have here in New Jersey where everything is open to the public, and I'm not against providing the public with information, but we also have to be a little careful of the information that we put out there because it might send the wrong message. Right now we're having a discussion and we're going back and forth. I almost agree with you guys

because even at the city level the introduced budget needs to be approved by the council. At the county the introduced budget needs to be approved by the freeholders. Here the process is a little different. Before we start arguing about certain things we need to understand the law and what our duties are.

Comm. Hodges: I won't speak for Comm. Mimms, but my concern is a richer discussion than we had today should have occurred earlier. When it didn't occur earlier we robbed the community and ourselves of that opportunity to have a better sense of what's going on. I did not want the numbers because I wanted to do planning. Once the numbers are there, I'm reacting to what she's doing as supposed to directing her.

Comm. Mimms: We also have to remember that the special meeting that was scheduled to do that was cancelled. There was a special meeting scheduled to have this conversation. That meeting was cancelled. On February 8 that meeting was cancelled. I'm not talking about the law. It has nothing to do with the law and all that. There was a special meeting that was cancelled without even vetting through the Board. No one asked us. No one said we're trying to cancel this meeting and let's reschedule. We didn't get a call. We just got an email that said the meeting was cancelled. There was no explanation. This is what happened. There was just a special meeting scheduled and it was cancelled. That's what happened. One side said it was cancelled front this person. I don't even know why it was cancelled to this day, but it was cancelled. That meeting was specifically designated to go over the budget. That's what that meeting was for. It was a priority meeting, but that meeting was cancelled. I'm not against this. I'm just saying we're talking about the process. I'm not talking about the law. We had a special meeting specifically just for priorities. It was not agenda and priorities, it was just for that. That meeting was cancelled. Tonight we got here and we had an hour and a half discussion on a meeting that was supposed to take place just for priorities. That did not happen. If we would have had that meeting and then this meeting tonight at least there would have been a robust discussion twice before something is being submitted to the county. I'm not talking about that. We should have had prior meetings. The meeting that was on the 8<sup>th</sup> should have been rescheduled to whatever date and then this meeting on top of that so we can have a more robust discussion around some things. While they're working on the budget and different things, that can happen. I'm not here to talk about the law. That's not it. It's not about knowing the law because we understand that. I am talking about us as a Board being proactive, coming together, and allowing everyone on this Board for those voices to be heard. Then at the end of the day whatever the Superintendent chooses to decide we come back, vet it through, and we vote. We have to have more than one discussion, which we only had tonight. We should have had more. We can all agree to that.

Comm. Irving: We've had two discussions.

Comm. Mimms: But we still should have had more than two.

Comm. Irving: In all fairness, we had three last year and we were facing a \$40 to \$50 million deficit. We're facing about \$20 million this year. We had two conversations. If you're telling me one more would have broken the bank, we can go back and debate that. I think we structured this process the way it should go. We talked about the fiscal realities of what the impending cliff is for this year. Then we had a meeting about what the priorities are. The next step is for the Superintendent to then formulate that and introduce the budget to this Board. I'm sitting here baffled because that is the process that we've taken every single year minus one additional meeting that we had last year, which was an anomaly. In the years past, we've only met maybe once or twice before the budget has been adopted.

Comm. Mimms: The reason it's a concern is with all the stuff we discussed we had Corey come to the microphone and say we forgot special education. With all the things we discussed, and we had a whole bunch of stuff, we still left out a whole bunch of things. We can't determine how many meetings will cause effectiveness to our children's education. Someone in the public may come to the microphone and say this needs to be done. We didn't think about it, but it's still something good that needs to be brought to the table. If we don't have the opportunities and allow the public the opportunity to do that, we do a disservice to the 150,000 constituents that live in the City of Paterson. That's what I'm talking about. It's about having a discussion around the priorities to ensure our children a thorough and efficient education. That's what I'm talking about and I'm going to keep saying that. It's a shame that we're finding this out tonight. We should have known March 9 is going to be the preliminary. That should have been already told to us before Val came to the microphone.

Comm. Irving: It was shared with us when we had the meeting and conversation about the reductions. Daisy came forth and she went through this timeline. We got this information. This is not a surprise. It should not be a surprise.

Comm. Hodges: It is a surprise to the community.

Comm. Irving: Granted. The point I'm talking about is a surprise to this Board. We got the information the first conversation we had in January. We were apprised of what the timeline was and what the additional meetings would be. I think if the conversation is once the budget is introduced to the Board do we want to schedule a series of multiple forums on the budget, let's do that. But I don't want us to misinform and raise unnecessary alarms that this process has not been fair or transparent. We've followed the exact process we did last year minus one meeting and the budget is still not even introduced yet. When it's introduced, if the priority from the Board isn't sure that this community has as much information as possible to vet, we'll do what we did last year. We literally had a hearing every week until the budget was adopted, which I think is a great process for us to do. Let's do that. But let's not sit here and say that the public is being shut out because the budget hasn't even been introduced. For the Superintendent to give us something that isn't prepared and ready is irresponsible on his part and irresponsible for us to receive. That's why there was a process created for us to receive it.

Comm. Hodges: I hear what you're saying. I couldn't disagree with you more, which is why I did what I did. I wasn't trying to mislead the public. I was trying to inform them. If I took great umbrage to anything that happened a month ago, it was that. I'm not going to get into it right now because that's not really important to me. They have a right and it's particularly important as we head to local control that they be brought in on this process as many times as possible. Not only do we want their input, but we want them paying attention as often as we possibly can. They need to be engaged because once we go back to local control it's on us. There are no other backstops but them. They're the people we do this for. They're why we're here. If they're not told, for instance, that there was a meeting tonight and it was on the agenda they're not here. There's no discussion. I didn't know. I don't normally look at this. I look at all the resolutions. I just happened to see the agenda. I'm not trying to belabor the point, but I do want people to understand it's a serious issue for these people to be engaged so that things can be on the up and up, but they have a right to participate. That was the issue.

Comm. Irving: I don't think anyone here is disagreeing with that. The goal is let's put a process in place that gives the community the opportunity to do that. Again, the

process we put in place is going to be the same process that we had last year minus one meeting before the budget was adopted. We had hearings every single week. We're all saying the same thing.

Comm. Hodges: Had that meeting not been cancelled it might have been viewed differently. Also, had the meeting occurred earlier or the process started earlier we might have had a better understanding of where we were, what we're doing, and what's going to take place. I think that problem and the lack of communication around that meeting is what caused all of these problems in the first place. At least it did for me.

Comm. Cleaves: We can go back and forth all night and everyone can express their feelings, but before these folks that have sat here all night leave this room, we need to give them something. When are we going to have the next discussion on the budget so that they will know and they won't waste their time and come out? That's one thing we can't get back, time. So before these people who sat here so graciously and waited for this part of the meeting leave, let's give them something tangible that they can take back with them so they know the next time they come they're not coming to sit in a room and to listen to us go back and forth at each other about a budget process, the time frame, who said what, and who put what on Facebook. Let's give them something to take back with them so the next time they come their time and our time will be spent productively moving forward.

Comm. Irving: I think we all just agreed we're going to follow the same process we did last year. We do a hearing every week beginning the week that the budget is introduced. I think it makes plenty of sense the week of the ninth to begin that conversation. It's the same process we did last year. We'll have weekly hearings until the budget is adopted.

Comm. Hodges: So March 11 will be the next meeting?

Comm. Irving: We'll have Cheryl help facilitate the times, but we're committing to a weekly meeting every single week leading up to the budget adoption.

Comm. Rivera: As long as it's allowed by the law. We cannot just decide to discuss the budget.

Comm. Irving: I agree.

Comm. Rivera: That's the issue.

Comm. Irving: The budget has to be introduced.

Comm. Rivera: It's not just introduced. There's a timeframe where we can open it to the public. It's not what we want, guys. If it were up to me, we'd open it September 1. It doesn't work that way. The only issue I have is that the conspiracy theories that were passed to the public that a handful of us were putting the budget together are not true.

Comm. Cleaves: The finance committee.

Comm. Rivera: Finance committee handles fiscal. Personnel committee handles personnel. That has never changed. That has been the same since the district has been here. I cannot be a politician a lot of times because I cannot lie to people. Sometimes I don't say what people want to hear, but I'm going to give it to them straight like it is. I'm not going to say things so they clap and give me a standing ovation. It is

what it is. Things are done when they're supposed to be done and that's it. We cannot violate the law to make news. That's the bottom line.

Comm. Irving: Again, I want to bring all this to a close. I hear all your points, but I don't want the perception to be that no one cares about the public's opinion. That is not the case. We had not had a conversation about when we wanted to hold hearings. Remember, the hearings were held after the budget was introduced. Beginning the week of the 13<sup>th</sup>, we will work on a schedule.

Comm. Cleaves: They just have to be ready.

Comm. Irving: That's correct. Even if the budget isn't introduced, we want to at least have open forums or a public portion to allow the public any opinions, requests, or conversations. While we can't say anything about the budget, we can still give voice to the public to allow them the opportunity to do so as well. Is that fair? Cheryl, tomorrow morning just give me a call so we can just work out what that schedule will look like. Even if the budget isn't introduced, we can still give voice to purpose. While we can't discuss it, we can give the public the opportunity to do so. This was a very good long way to get to the resolutions.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:**

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills and claims dated February 2017, beginning with check number 203286 and ending with check number 204085 in the amount of \$21,591,286.84, and direct deposit number 26 and ending with number 27, and payment of bills and claims dated February 23, 2017, beginning with vendor number 14834 and ending with vendor number 4000502A in the amount of \$5,496,948.82; 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. Mimms that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Mimms who abstained. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

## **Resolution No. 2**

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

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

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

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

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

## **CONFERENCE/WORKSHOP REQUESTS**

<b>STAFF MEMBER</b>	<b>CONFERENCE</b>	<b>DATE</b>	<b>AMOUNT</b>
Emanuel Capers	NJSBA Technology Conference	March 2, 2017	\$99.00 (registration)
Board Member	East Windsor, NJ		
Chrystal Cleaves	NJSBA Technology Conference	March 2, 2017	\$99.00 (registration)
Board Vice President	East Windsor, NJ		
Jonathan Hodges	NJSBA Technology Conference	March 2, 2017	\$99.00

Board Member	East Windsor, NJ		(registration)
Emanuel Capers	NJSBA New Board Member Orientation	March 10, 2017	\$46.27 (transportation)
Board Member	Princeton, NJ		
Gregory L. Cooper	Administration Leadership Training Instructional Methods and Techniques Conference	March 13-16, 2017	\$1064.90 (registration, transportation, lodging)
Athletics Supervisor/Eastside HS	Atlantic City, NJ		
Michael Cimmino	EPA/AHERA Asbestos Building Inspector Initial Training	March 27-29, 2017	\$475.00 (registration)
Chief Custodian/Facilities	Ocean, NJ		
Jose Soto	EPA/AHERA Asbestos Building Inspector Initial Training	March 27-29, 2017	\$475.00 (registration)
Sector Supervisor/Facilities	Ocean, NJ		
Ryan Taylor	EPA/AHERA Asbestos Building Inspector Initial Training	March 27-29, 2017	\$475.00 (registration)
Carpenter/Facilities	Ocean, NJ		
Teresa Afonso	STS School Transportation Supervisors Conference	March 30-31, 2017	\$485.00 (registration, lodging)
Supervisor of Transportation	Atlantic City, NJ		
Olanrewaju Alade	Structured Learning Experience Supervision – New Jersey Wage and Hour and Wage Payment and Child Labor Laws, Regulations, and Hazardous Orders Course	April 27, 2017	\$110.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Paramus, NJ		
Donna Iannelli	Structured Learning Experience Supervision – New Jersey Wage and Hour and Wage Payment and Child Labor Laws, Regulations, and Hazardous Orders Course	April 27, 2017	\$110.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Paramus, NJ		
Olanrewaju Alade	Structured Learning Experience Supervision – Designing & Implementing Student Training Plans	May 22-25, 2017	\$330.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Paramus, NJ		
Donna Iannelli	Structured Learning Experience Supervision – Designing and Implementing Student Training Plans	May 22-25, 2017	\$330.00 – grant funded (registration)
Special Education	Paramus, NJ		

Teacher/Great Falls Academy			
Olanrewaju Alade	Structured Learning Experience Supervision – Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders Course	June 1, 2017	\$110.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Online		
Donna Iannelli	Structured Learning Experience Supervision – Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders Course	June 1, 2017	\$110.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Online		
Olanrewaju Alade	Structured Learning Experience Supervision – OSHA 10 Plus	June 13-14, 2017	\$228.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Paramus, NJ		
Donna Iannelli	Structured Learning Experience Supervision – OSHA 10 Plus	June 13-14, 2017	\$228.00 – grant funded (registration)
Special Education Teacher/Great Falls Academy	Paramus, NJ		

**TOTAL CONFERENCES: 17**  
**TOTAL AMOUNT: \$4,874.17**

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

Comm. Hodges: Does this include what Comm. Cleaves has me getting up at 7:30 in the morning to go to?

Comm. Irving: Is that the road trip you guys are going on?

Comm. Hodges: Which I just found out about the other day...

Comm. Irving: Cheryl said yes.

Comm. Hodges: I vote no on that.

Comm. Cleaves: Too late! You're already registered.

**On roll call all members voted as follows:**

Comm. Capers: Yes, I abstain on my name.

Comm. Cleaves: Yes, but I abstain from anything having to do with my name.

Comm. Hodges: No, and I abstain on my name.

Comm. Martinez: Yes, and I abstain from anything pertaining to my name.

Comm. Mimms: Yes.

Comm. Redmon: Yes.

Comm. Rivera: Yes.

Comm. Irving: Yes.

**The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

- Passaic County
- Private Industry Council (PIC)
- Workforce Investment Board (WIB)

- Community Charter School of Paterson

### **Resolution No. 3**

2016-2017 13 CPR Kits Donated by ADP and the Louise Washington Foundation

Whereas, sudden cardiac arrest is the third leading cause of death in the U.S., affecting about 1,000 people every day in the U.S. On average, only 10 percent of victims survive. But when victims are treated quickly with CPR and defibrillators, the chances of survival increase fourfold.

Whereas, there is a growing trend as more and more states are recognizing that CPR is not only an extremely valuable skill, but should also be made mandatory for students to learn before they can graduate from high school.

Whereas, the number of U.S. states mandating cardiopulmonary resuscitation (CPR) training as a requirement for graduation from high school is rapidly increasing. We believe this widespread implementation of CPR training has many benefits to middle school and high school students in the community. Middle and High school students are well-positioned to improve rates of bystander CPR and their engagement could reduce deep disparities in regional rates of survival of out-of-hospital cardiac arrest through early initiation of bystander CPR.

Now Therefore Be It Resolved, three CPR kits will be donated by ADP and by the Louise Washington Foundation

Each kit is valued at \$649.00 – ADP 3 kits = \$1947.00,  
Louise Washington Foundation – 10 kits = 6590.00 for distribution to selected schools, at no cost to the Paterson Public School District.

**It was moved by Comm. Redmon, seconded by Comm. Capers that Resolution No. 3 be adopted.**

Comm. Hodges: Do we have a way to do additional training on this? Are we paying for any training?

Comm. Irving: Staff gets regular professional development on how to use them.

Comm. Hodges: Which we pay for.

Ms. Shafer: We have the AED machines and we also have certain classifications of employees that need to go through CPR training annually.

Comm. Hodges: That's not included in this amount of money.

Ms. Shafer: No.

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

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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**

2016 ESEA Accountability Action Plan – Participation Rate/Graduation Rate/Attendance Rate

Whereas, the 2016 ESEA Accountability Action Plan, is a corrective action plan to meet participation targets for New Jersey State Assessment and it supports the Brighter Futures District Strategic Plan in Priority I: Effective Academic Programs under Goal 1: Increase Achievement Levels; and

Whereas, in an educational accountability system, assessments are one of the tools used to improve teaching and learning under the federal Elementary and Secondary Education Act and the Individuals with Disabilities Education Act it is required to annually measure academic achievement of not less than 95% of students through participation in state assessments, the five-year cohort graduation rate of 85%, and the attendance rate of 90% (elementary and middle schools) and to ensure accountability for the achievement of every student and use the results to improve educational outcomes, increase equality, improve instruction and close achievements gaps; and

Whereas, Paterson Public Schools has completed a Corrective Action Plan through creative problem-solving, working toward the goal of increasing student assessment participation, graduation, and attendance rate in the 2017 state assessments based on the results of the ESEA Preliminary District and Schools Profiles 2016 and its summary assessment reports; and

Now, Therefore, Be It Resolved, that the Paterson Board of Education approves the Corrective Action Plan - 2016 ESEA Accountability Action Plan created to increase participation, graduation, and attendance rate in 2017 state assessments.

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

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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, J.R. attends District schools and receives special education and related services through an Individualized Education Plan (“IEP”); and

Whereas, Plaintiffs filed an Order to Show Cause and Verified Complaint seeking, inter alia, compensatory speech language therapy; and

Whereas, the Parties, without alleging or admitting any liability and without waiving any position either party has in this litigation, have since agreed to amicably resolve the pending litigation bearing Docket No. PAS-C-6-17.

Now, Therefore, Be It Resolved, District will reimburse Plaintiffs for attorneys’ fees in the amount of \$10,000 (Ten Thousand Dollars and No Cents), costs in the amount of \$445.11 (Four Hundred Forty Five Dollars and Eleven Cents) for a total sum of \$10,445.11, representing legal services and costs relative to the instant litigation and the Former Settlement. Payment will be issued to the Attorney Trust Account of Jardim, Meisner & Susser, P.C., on or before March 17, 2017.

**It was moved by Comm. Redmon, seconded by Comm. Martinez that Resolution No. 5 be adopted.**

Comm. Cleaves: Do we need to go into executive session?

Comm. Irving: It's a settlement agreement in which we have to pay the legal fees.

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

Comm. Hodges: Is there any reason why we need to vote on this tonight?

Mr. Murray: Yes. If we do not make the payment by March 17 there will be additional costs. The last time we did not, it cost us approximately \$3,000. All we would have to have is an unforeseen snowstorm or any kind of problem. That’s why it's important to have this case resolved now.

Comm. Irving: Do you all want to put it on hold and go into executive session?

**Comm. Redmon withdrew her motion.**

Comm. Irving: We'll table this until the end of the meeting and go into executive session.

Comm. Hodges: And then come back in and vote.

### **Resolution No. 6**

**APPLICATION FOR A FREDERICK L. HIPPO FOUNDATION FOR EXCELLENCE IN EDUCATION AWARD**

Whereas, in 2017, the intent is to maintain a school climate and culture that is conducive to learning, three teachers from School 21 with the assistance of the William

Paterson Professor in Residence have written a proposal for a grant in the amount of \$7,500 to support a program entitled, "School Reform Through Yoga."

Whereas, "School Reform Through Yoga" seeks to create a peaceful, learning-ready, productive classroom environment through the use of intentional, self-regulating strategies and skills developed to systematically cultivate well-being, self-awareness, social and emotional learning and resilience, and;

Whereas, "School Reform Through Yoga" will provide direct resources to support the implementation of designated state/federal improvement strategies as outlined in the Alliance for a Healthier Generation strategic plan, regarding School Climate and Culture, and opportunities to support students' overall well-being will be a primary focus, and;

Whereas, Paterson Public Schools are dedicated to improving academic achievement, emotional well-being and physical fitness for all students;

Be It Resolved that the Paterson Board of Education approves the submission of this application to the Frederick L. Hipp Foundation for implementation of "School Reform through Yoga" during the 2017-2018 school year.

**It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 6 be adopted.**

Comm. Capers: What's the enrollment? How many kids can they accept in this program? Is it for everybody?

Comm. Mimms: It's for the next school year.

Comm. Irving: This is the request to allow us to apply.

Comm. Martinez: This is for the application.

Ms. Cicely Warren: Good evening. This is an application to apply for the grant. It's not to be specific implementation of the grant. I can find out the number of students who are intending to participate, but this is for next year.

Comm. Capers: Got it. Thank you.

**On roll call all members voted in the affirmative, except Comm. Mimms who abstained. The motion carried.**

#### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> 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**

Background Information: The Strategic plan for Paterson Public Schools encourages Effective Academic Programs and Creating and Maintaining Healthy School Cultures (Priority I & II). In honor of the renaming of School 6 to the Senator Frank R. Lautenberg School, Automatic Data Processing, Inc. (ADP) of Roseland, New Jersey is generously donating \$25,000 to be used specifically by this school for after-school educational programs and/or specific technology that can help its students learn and stay in school.

Recommendation: That the Paterson Board of Education accepts the \$25,000 donation to be used for after-school educational programs and/or specific technology to help improve student achievement and to assist with maintaining a healthy school culture.

Whereas, Senator Lautenberg was born in Paterson, once attended Public School No. 6, and was one of ADP's founders and a former CEO; and

Whereas, ADP Foundation is donating \$25,000 for after-school educational programs and/or specific technology that can help the Senator Frank R. Lautenberg School students learn and stay in school; and

Whereas, the New Jersey Student Learning Technology Standard 8.1 states: All students will use digital tools to access, manage, evaluate, and synthesize information

in order to solve problems individually and collaborate and create and communicate knowledge.

Whereas, the Senator Lautenberg School will implement an after-school program for students with emphasis on Technology Education.

Now be it resolved, that the Paterson Board of Education accept the donation of \$25,000 for the Senator Frank R. Lautenberg School from ADP Foundation (Roseland, NJ) at no cost to the district.

**It was moved by Comm. Martinez, seconded by Comm. Capers that Resolution No. 7 be adopted. On roll call all members voted in the affirmative, except Comm. Mimms who abstained. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Capers

- 4<sup>th</sup> and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

- Passaic County
- Private Industry Council (PIC)
- Workforce Investment Board (WIB)

- Community Charter School of Paterson

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Instruction and Program***

Comm. Martinez: We don't have the written report in front of us. We convened yesterday. In attendance were myself, Comm. Castillo, and other department heads. There were only three items on the agenda that were going to discuss. I'm going to skip over the first item and perhaps ask Susie to enlighten them a little bit about that. I know the discussion was moved to today.

Comm. Irving: It was voted on.

Comm. Martinez: That was actually one of the first items we voted on. The second item that we discussed was the continuation of the Full Service Community School grant, the partnership between School 5 and the New Jersey Community Development Corporation. I believe that number was to the tune of \$50,000. The third item that we discussed in yesterday's meeting was the approval of a pilot of the McGraw Hill Alex Software Program that contains algebra skills and higher-level math skills in grades 3-8 at Norman S. Weir School at no cost to the district. We spent a significant amount of time discussing the item that we voted on earlier. Actually, that pretty much took up the bulk of the meeting time yesterday. Are there any questions about those items? Again, it was a short agenda. There were only three resolutions that we discussed.

#### ***Operations***

Comm. Irving: The operations committee literally just met two hours ago. Did everybody get a copy of the operations report yet? I think Cheryl only made a few copies. I only have three copies that are here. I'll read it to you all and then I will just ensure that all Board members get hard copies. Members present were all the Commissioners. Two of the Commissioners were on conference call. We discussed Items O-2 and O-3. Mr. McDowell was available to answer any questions relative to those grants. O-4 was the expenditures for bus tickets. That amount will take us to the end of the year relative to the bus tickets needed for all the high school students. In addition to that, we discussed Item O-5. That's the McKinley-Vento special education route. There was discussion by Dr. Hodges, Comm. Mimms, and myself relative to the frequency of transportation relative to special education students. In addition to that, we discussed O-6. There was a much longer conversation relative to how buses are procured, the process in doing so, and the conversation about how we fine and document fines relative to any bus company who violates the district's policies relative to transportation. We ended the meeting at 6:00. Tonight there is O-1 through O-33 for discussion. Are there any questions on it?

Comm. Hodges: Mr. President, you were going to talk about...

Comm. Irving: Thank you very much.

Comm. Hodges: The security one.

Comm. Irving: There's a security one, but didn't we say we wanted to pull something? Yes, O-6. There was a conversation about O-6 to approve a transportation jointure

agreement with Pennsauken Public Schools in the amount of \$13,493. It was brought to our attention that this bill was from the 2015-2016 school year and it's now just coming to our attention to be paid. There is some discrepancy relative to the company and staff for when the initial invoice was presented. Then we were informed that at the time of this school enrolling this young person in it there was not a formal contract between the district and the entity. If it's the pleasure of the entire Board, the Board would like to have O-6 removed from the agenda and referred to legal. The bottom line is we're not trying to pay something if the paperwork is incorrect. And the truth of the matter is we don't have the money. The money should have been encumbered in the 2015-2016 school year. I just don't understand why someone would wait almost nine months to try to get paid for a bill. They could have addressed this issue a heck of a lot sooner.

Comm. Hodges: Should it also go to fiscal to find out whether or not the money was set aside? I doubt whether it was.

Comm. Irving: I would definitely like to pull it. We can certainly refer it to fiscal, but I definitely want legal to take a look at it. I think legal should take a look at it just to ensure are we obligated to pay this or not. Again, this expenditure I know is not budgeted for this fiscal year. I don't know if it may be a confirming order from the year before or if the money has been obligated in the 2014-2015 year. That's something that Daisy and her folks are going to have to figure out coinciding with the fact that do we need to pay it. If it's the pleasure of the Board, I'd like to remove O-6. Is everyone okay with that?

Comm. Mimms: Also O-8. We had questions regarding the security contracts. We were requesting to pull that one as well.

Comm. Irving: I thought we were going to get more information on it. Capt. Smith had a prior commitment so he couldn't be at the meeting. We asked about six or seven questions relative to how the cameras in the seven schools had been installed and what happened with the licensure agreement. Why when they were purchased the licensure agreements were not a part of it? Those questions are inside the operations committee. I'd like to take a look at them. Cheryl Coy does have them here. Cheryl, you can take the operations committee report and pull out the questions that we had for O-8 and get those to Capt. Smith so we can reply back to the entire Board.

### ***Fiscal Management***

Comm. Rivera: We met on February 27. Everyone was present at the meeting. We had Capt. Smith present to us his anticipated increase for the upcoming RFP, what he thought this contract might be increased by. This is the security contract that we usually issue every year. We also requested from Capt. Smith a list of all the security staff in every school in the district for further discussion. We also had Mr. Luis Rojas come and present his proposal to possibly bring some savings to us through the use of outsourcing of substitutes. We had Mr. Anthony Infante from facilities present the facility report and everything that has gone on in the month of February.

Comm. Irving: The facilities report is attached to the fiscal report. I want to make clear that it's getting to all the Board. We are also emailing that report in the PowerPoint just to make sure everyone has it and is aware of it.

Comm. Rivera: The quality is poor in the copies. You can hardly read what it says.

Comm. Hodges: Much appreciated.

Comm. Rivera: We also brought in Mr. David Buchholtz to give us an update of the after-school meal program that he's planning to introduce. He gave us an update. I believe in the month of April they're going to try to start the program. We had a brief discussion of some of the schools where they're going to start. Also, I had a few concerns with regards to the way we procure for dairy products, especially the milk contract. The way it has been done for years is that one of the companies has been providing to us the refrigeration. I think they're called boxes. I don't know what the term they use for these refrigerators is. A lot of other companies that would like to bid would have to think about it twice because that investment is like \$300,000. It doesn't make sense for a company to make that investment if they can only get the contract for one year. What are they going to do with those boxes? The administration decided to put out a bid now asking for both. What's the cheapest price we can get for these milk cartons if you don't provide the refrigeration and with the refrigeration? From there as a Board or a committee along with the administration we make a determination of which is more cost beneficial in the long run for the district. We were also presented with a budget gap update. We also signed and reviewed the bills list. We requested to get an idea of what our bank fees and interest looks like in the district. We asked the Business Administrator to see what measures she's going to take going forward to make sure that we get the most benefit out of our banking. We finished the meeting at 8:41. That concludes the presentation.

Comm. Mimms: The attachment is not legible. Is there a way that we can get this emailed to all the Board members? We can't really read it.

Comm. Rivera: That's what we said before. It was made before I started. We said that the quality is poor and actually President Irving requested that the report gets emailed to all of us.

Comm. Mimms: The second part is the after-school meal program. Can we have a look at what the pilot is? What schools would be first and what type of meals would be provided to the children? Do we have anything in writing?

Comm. Rivera: I didn't bring it with me.

Ms. Ayala: We're going to do a presentation for the Board.

Comm. Mimms: Will it be before April? You're saying it's going to be piloted in April.

Comm. Rivera: Yes, it's definitely going to be before April.

Comm. Hodges: I'll remind the chair that she's usurping the authority of the chairperson. Can we obtain a monthly or quarterly expenditure from the facilities department for preventative maintenance versus building repair by school? There's a reason for that. We need to take a look at how much we're forced to spend on certain buildings. It will begin to guide us into a justification should we have to do something extraordinary and to build cases to help the SDA do its job.

Dr. Evans: I'm not sure about the SDA.

Comm. Hodges: Hope springs eternal. If you have data you have more leverage to apply pressure. That would be useful. The reason we're looking at the work order system was to determine the staffing needs of the facilities department. We're trying to

find out what our clear rates are, what areas linger, what the bottlenecks were in terms of personnel, i.e. painters versus carpenters versus pipefitters or whatever it was. It will become increasingly important for that department to be able to defend the number of staff that they have. Obviously, given the status of our facilities, we need to protect them and have data to support maintaining these people on their jobs. Those are people who might be optioned given the needs of teachers. We have to be able to defend them being there as well. I'm very interested in having that happen. What's going on with Hinchliffe Stadium?

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

Comm. Hodges: That will be the first one I've received in quite some time. I couldn't get one. He couldn't get one either at the time and neither could you, as I remember.

Comm. Rivera: I'll speak to Steve Morlino about that request. That's something we used to do in the past. We just have to go back to it. Regarding the work orders?

Comm. Hodges: He gives you a work order clearance rate. It may even be inside the report.

Ms. Ayala: It's one of the slides.

Comm. Hodges: Okay. It's just interesting because I really want to focus on making sure that...

Comm. Cleaves: It's on the third page, Comm. Hodges.

Comm. Hodges: Which I don't have.

Comm. Cleaves: You don't have one of the fiscal reports?

Comm. Hodges: Oh, I do. I see it right here.

Comm. Cleaves: It's on the top right slide.

Comm. Hodges: I'll look it over.

Comm. Capers: The Superintendent and I had a conversation about School 6. I don't see the work orders for it.

Dr. Evans: Steve Morlino handled it. He ordered the materials that we talked about. Again, he could speak to that, but he's not here.

Comm. Capers: What's the timeframe?

Dr. Evans: I'll get the updated timeline. By now we anticipate that it would have been done. Let me get with him and get back with you.

### ***Personnel***

Comm. Redmon: Personnel met yesterday at 5:30. Presiding was myself. Present was Comm. Cleaves, Comm. Rivera, and Comm. Mimms via phone conference. Staff present was Mr. Rojas. Subjects discussed were outsourcing substitute teachers. Mr.

Rojas has presented two companies to the committee, Source for Teachers and Insight, with the substitute related data, flow rates, absenteeism, number of long-term leaves and replacements, and the order of getting the true cost to the district. Right now we discussed that we haven't gotten any quotes or anything from those two companies yet. The second topic that we discussed was human capital reorganization update. The department has concluded the interview process and has selected candidates for its positions. Every Board member has the names of those positions so we're going to leave that alone. Then we went to the third topic, which was the winter sports program. We discussed the payout of the stipend for the fall season. We also discussed the job fair stats. We had 86 applicants. 11 vacancies were filled and offered with contingency contracts. Out of the 11, five were special education teachers, two were ESL teachers, two were language arts teachers, one math, and one behaviorist. 29 schools in five departments performed interviews. The next job fair is scheduled for April 26. We also talked about the Board packet and personnel agenda, which was the language that was changed with the personnel. At the end there were a total of 55 vacancies until we actually did the 11 interviews with the contingency contracts with the teachers. Now it brings it back down to 44. The meeting ended at 6:15 p.m. Are there any questions?

Comm. Mimms: For point of clarification, on Item 6 can we add that out of the 55 that 11 were filled, the number should be 44. This can be updated for the record if someone looks at it later. Can we be provided with a list of the 44 vacancies? What are they? What schools? I saw the last one, but now it's updated. I want to see the updated list.

Comm. Cleaves: You want to see it now because even though we offered those 11 people a job, once the paperwork and everything is done they may or may not accept it.

Comm. Mimms: Just put contingency.

Comm. Hodges: I have a question about the salaries and position changes. We've stopped listing the salary changes. That's for some time. We used to have the salaries when you moved from one position to another. I don't see those anymore.

Comm. Cleaves: You don't see them in the Board report that's given to us?

Comm. Hodges: Yes. They used to have the salaries listed.

Comm. Redmon: The salaries with the PC numbers?

Comm. Hodges: Absolutely. I know we have a deficit of physics teachers, among others. We have this wonderful physics program that we can't staff appropriately. I'm very interested to find out how many science teachers, in particular physics and chemistry, which we don't have and need to be hired. Well, just science teachers in general.

Comm. Redmon: I would like to address that to Mr. Rojas so that he can answer your question in full detail.

Mr. Luis Rojas: I'm sorry, Dr. Hodges. Can you just ask me that question?

Comm. Hodges: The number of science teachers we're short, if any, in particular chemistry and physics. All of them, but I'm really interested in those two.

Mr. Rojas: I have one biology teacher vacancy at SOIT.

Comm. Hodges: What are we doing in place of that teacher?

Mr. Rojas: At this point, I'd have to just look at exactly who's in there. I don't know off the top of my head what the vacancy list is. The individual just resigned 1/23/17 about a month ago.

Comm. Hodges: That's not staffed.

Mr. Rojas: That's the only science vacancy I have in the district, just one biology teacher.

Comm. Hodges: Really? You have staff for your physics positions?

Mr. Rojas: I will tell you that I don't have a vacancy. All I can do is have a vacant PC. In my vacant PCs, I don't have a physics teacher.

Comm. Capers: That's even if you have a substitute that's fulltime?

Mr. Rojas: No. If I have a substitute, I have a vacancy. I don't have a vacancy.

Comm. Hodges: Okay. We have a brand new curriculum that's coming online. Do we have adequate staff for those positions in science in physics and chemistry? You might not be able to answer that now because those classes aren't available. When you bring on the curriculum starting in September, what's the number of teachers that you're going to require in biology, chemistry, and physics? Do we have the appropriate number of staff? What do we do in the short-term to make sure that we do? We spent a lot of money putting together this wonderful physics program and if you have no teachers there's no physics program.

Mr. Rojas: I don't have those numbers just yet. A lot of our vacancies are effective September 1. We've already had some vacancies that we know we're going to have in September that we've already hired for pending a September start date. Once I have those positions and the available PC numbers that I need to start hiring on, I'm jumping on it right away. I'm not waiting until the last minute.

Comm. Hodges: How many sections of physics does the district plan to open in September? Are those positions already filled? Do we anticipate having some shortages?

Ms. Shafer: Mr. Cozart, Dr. Hodges is asking the number of sections of physics. We would just need to know whether or not we have enough physics teachers.

Comm. Hodges: Given the curriculum that's coming on board. Not just physics, but chemistry and biology. You can't spend a lot of money putting together the curriculum and not be able to staff the class. Those are priorities that have to be really paid attention to. That concludes my questions.

## **Governance**

Comm. Martinez: The governance committee convened last week. In attendance were myself and President Irving along with Mr. Murray. We discussed some of the ongoing cases that are currently underway in the district. We actually had the opportunity to meet with some of the folks who are representing us in certain cases around worker's comp and liability. Dr. Irving and I thought it would be important to have a little face time

with some of the folks who are representing us to discuss the cases and the work they would be doing for us. Obviously, due to the nature of the ongoing litigation we can't discuss them in great detail. Tonight, we are presenting G-1 approving the settlement agreement. Again, if this is something that we'd like to discuss perhaps we can do it in executive session when we convene afterwards. That concludes my report. Are there any questions?

Comm. Mimms: Do we have meeting minutes?

Comm. Martinez: The overview I just gave you was the minutes. I didn't put them down in writing.

Mr. Murray: There are minutes. I take responsibility for not getting them in in time. Ms. Williams has all of the minutes and notes from the meeting.

### **Subcommittee Reports**

#### ***Technology***

Comm. Cleaves: The technology committee met on February 23 at 6:00 p.m. In attendance were Comm. Cleaves and Comm. Capers. Staff present was Dr. Campbell and Mr. Carrera. We talked about the technology plan. They're mapping it out to actually see what it's actually going to look like. Regarding the New Jersey mandated assessments around PARCC, we all keep talking about PARCC that's coming up that our children will be taking in March. Grades 3-11 ELA and math, there were two simulations examining schools with less than 75% success rate. The technology department met with the Cabinet, identified computer errors, and are developing remediation for those rates. They did 100% of testing computers already to see which ones were functioning and not functioning so they can get them all up to speed. We're sending carts to two schools that have a low ratio, School 1 and School 24, due to enrollment increase. Carts are cartable computers. They come in this cart and we're transporting them. Their enrollment increased so they didn't enough computers, but now they do. These computer carts were already in the district. We didn't have to go out and buy new computers. Mr. Correa and Jazmin attended the NJDOE mandated training and turn-keyed to all school testing coordinators and device managers, as well as making sure that our schools are ready for the PARCC. We also had to send physical bodies to make sure that they were up to date with the training so that they could be prepared for whatever glitches we may have. They went to their mandatory training for that. We talked about Access 2.0 for our bilingual students that take the test. Our schools are prepared for that. KITE is the exam that our special education students take. They're prepared also to take their test. Then we discussed the telephone system. Due to the E-Rate application for 2016-2017 we will receive a 30% reimbursement for our telephone service lines. We have 434 lines in the district, which are just plain old telephone copper lines. We have 15 T-1 lines, which is leased space where we pay the telephone bill such as the facilities building. We have 340 wireless lines, which are the telephones that are provided for cabinet staff, teachers, and administrators in the district. Nurses also have wireless phones. We also discussed optimizing wireless network districtwide. The new internet controllers at Hani Awadallah School and School 16 were not compatible with our existing network. When the SDA built the new schools the technology that they put in those schools were not compatible with what the district had. We couldn't support them. We had to go in and reconfigure them to be compatible to what we have now. Now they are compatible with what the district already had. The technology team disabled the old controllers and connected the new controllers in those two schools. That's what the process was. The benefit

was we have now two extra backup controllers for future use. If something happens to a controller that we have, such as burnout, we have two for our use that we don't have to purchase. Enable guest network for QSAC - Dr. Campbell realized last year when QSAC came in to do their review of us that they could not tap into our system with their system. This year he made sure that he was not embarrassed this time. When the QSAC team came in, we updated the system so we could be compatible or they received these little hotspot things here. They would not have any issues obtaining the information and access to our system that they need to do their jobs so that they could give us a raving review and our review would run smoothly. The technology budget is pending approval. It was submitted to the finance department. On March 2, Comm. Hodges, Comm. Capers, and Comm. Cleaves will be attending the New Jersey School Boards Association technology conference. On Thursday the three of us will be in South Jersey at an all-day conference. It begins at 8:30 a.m. and it concludes at 4:00. Dr. Hodges, you have to get your nap in the car on the way down and on the way back. That concludes the technology report. Are there any questions?

Comm. Capers: Did we get an answer on the cell phone?

Comm. Cleaves: No. We will talk about that at the next meeting.

Comm. Hodges: I do apologize for not being able to attend the last meeting. I see the consequences of that and I will make sure that doesn't happen again. This would have never happened. I can assure you of that.

Comm. Cleaves: Actually, this didn't come out of the meeting. A little birdie – I won't tell you his name, but he's sitting next to you – called and asked if we could go.

Comm. Hodges: I have friends down in Trenton. This would never have happened. I don't know how much you covered in the technology plan.

Comm. Cleaves: They're still working on it. It's 90% complete, but we still haven't seen it yet.

Comm. Hodges: We were still going to have additional input. I'm asking as to whether we're still going to do that.

Comm. Cleaves: That 10%.

Comm. Hodges: Yes. We had left off at a point where our source of information is gone.

Comm. Cleaves: When we come back from this class we'll be able to give a lot of input.

Comm. Hodges: Maybe. Ok, at the next meeting then.

### ***Parent/Community***

Comm. Cleaves: The parent community committee met also on February 23 at 5:00 p.m. Comm. Cleaves presided. Members present were Comm. Capers and Comm. Redmon. Staff present was Mr. McDowell and Ms. Eric. The first topic we discussed was Title I funding. 95% was completed. We have to use our Title I funding so 95% of that has been used. The school money not utilized will have parent workshops implemented at their schools. With the remaining money there will be some parent workshops that will take place at different schools. You heard one of the PTOs come in

and say that they were having a conference. I know that they're going to be doing something with the boys at School 28. That money will be used also to offset their parent workshops. We discussed the parent conference that takes place every year. They will continue to give us highlights on that and let us know when it will be, what the workshops will be, what they will contain. I guess in the next meeting or so they will give us more information and further details on the parent conference. On Community and Family Engagement, we have a list of partners that the committee reaches out to, to do collaborative activities and they're capturing the data to give us the information of who attends, how many parents and students. They are capturing that information for us. The goals for 2017-2018 are for them to continue their outreach to do the parent workshop on the go, which they will provide us more information as to exactly what that looks like. Then we talked about school climate. When you walk into the lobby of every school there are photos of the Commissioners there with our names. It was suggested that a poster of the parent coordinator or liaison also be up there. When parents come in and they want to talk to the liaison, they know what that person looks like. We're asking that there be a picture of that person put in every school along with their phone number so parents know how to get in touch with them and reach out to them. There was a committee formulated, the suspension committee. They will be doing a series of parenting workshop series. There will be workshops conducted by DYFS and social services. Online parenting workshops are going to be offered to parents who can't come out to these meetings but still need to be involved and know what's going on. It's giving them another avenue of having to physically come out. They can do these workshops online. They're continuing to reach out to increase their attendance of the parents at their PTO/PTA meetings. The parent breakfast was discussed. As opposed to going out to a venue and paying, maybe this year they look to hosting the parent breakfast at either Eastside High School or John F. Kennedy High School and reaching out to vendors for quotes. They're formulating a parent committee to create participation of the event by the parents. The PTO leadership will take the lead on the parent breakfast this year, as opposed to Mr. McDowell's department. He's putting it in the hands of the parents and letting them spearhead that. Our meeting concluded at 6:00 p.m.

Comm. Hodges: Are the expectation guides up-to-date? Are we vigorously distributing them?

Comm. Cleaves: I will find that answer out for you. We did new ones last year under Comm. Mimms' leadership. I will just follow up and make sure if there are any changes. They're online and hard copies are normally given out at back-to-school night. I will follow up with that.

Comm. Hodges: Are there any additional Title monies that go to the Parent Resource Center?

Comm. Cleaves: Yes.

Dr. Evans: It's funded in a major way from Title I.

Comm. Hodges: You know why I'm asking this question. We're going to have to take a look at that. That's extremely important to our parental outreach. I'm very alarmed at where this could head in the very near future. I'd like to see the parental outreach enhanced in some very significant areas. We talked before about how the cognitive growth of the child starts very early with speech and language from birth. The more you speak to the child, the more you read to the child, the stronger his or her cognitive growth is. That has to get out into the hands of our parents. We need to really push

that, which may assist us in helping people understand why it's important to read to your child and be more aggressive in that approach. Those are some things that we need to have the Parent Resource Center work on and build upon. If we have significant cuts in that area and diversion of money to vouchers, that's going to be a substantial problem for us. I'm hoping that we look at that and find some ways to attach some dollars, even if we need to go to other places. That part of the budget cannot be undermined. It cannot be erased even though the person in the federal government doesn't understand that.

Comm. Cleaves: Speaking of reading, we all know that this is Read Across America and Dr. Seuss. School 21 is having a program on Thursday. If you're able to be in attendance at their Read Across America program, that's the only one that I've received so far. Make sure if you attend, because Dr. Hodges, myself, and Comm. Capers won't be here, that you all represent well. They have two times. One is in the morning and one in the afternoon. The morning is 9:00 to 11:00 and then 1:00 to 3:00.

Comm. Hodges: What about the other programs?

Comm. Cleaves: So far that's the only one that has given us information that I know about. There are probably more.

Comm. Mimms: They're doing something all week where there's something different, but Thursday is the reading program. There are two things. As I've been going to the schools when you talked about the listing of the Board members, some schools still have the old members. I don't know if you want to just do an overview of all the schools to ensure that we update them. In some of the schools some of the old Board members' pictures are still up there.

Dr. Evans: We'll do that.

Comm. Mimms: I was at International yesterday and it's the old Board members there.

Comm. Cleaves: I know the new posters are sent. They just have to switch them out.

Comm. Mimms: I just have an announcement to make and I will give out flyers at the next Board meeting. I've put together an initiative where I'm going to be honoring 10 women in the community that make an impact on a daily basis and they're hidden figures of Paterson. For one of the honorees on March 18 at 9:00 a.m. there will be a breakfast at my church. We will be honoring one of the individuals here in the district that does an amazing job. It's none other than Ms. Eileen Shafer. She will be one of the honorees. I will pass out flyers. If you're free to come, stop by. There's nothing attached just because. She's one. Then we have a teacher in the district, Ms. Marianne Perrota from SET. She's amazing. She's going through some illness, but she's still at work. These are hidden figures in the community who are doing amazing work, along with so many other people. It's on social media and all over the place. I'll give you the flyers so you can see all the individuals. They were selected by the community. Congratulations to Ms. Shafer.

Comm. Capers: The one thing I wanted to share with you guys is that we're getting complaints from different PTOs that they're not getting support from their administration. They want to do different things, especially during this week, but they're not getting support. If we can send a mass communication email out to our administration asking them to work with our PTOs or do something along that nature, that would be great. Also, when you walk into a school, everybody should know who everybody is. You

should know the PTO president, PTO members, Board members, principal, and assistant superintendent. Their pictures should be up there. If we can fast track that, I think that's very important.

**It was moved by Comm. Martinez, seconded by Comm. Capers that the Board goes into executive session to discuss legal matters. On roll call all members voted in the affirmative. The motion carried.**

The Board went into executive session at 10:09 p.m.

The Board reconvened the meeting at 10:33 p.m.

### **Resolution No. 5**

Whereas, J.R. attends District schools and receives special education and related services through an Individualized Education Plan ("IEP"); and

Whereas, Plaintiffs filed an Order to Show Cause and Verified Complaint seeking, inter alia, compensatory speech language therapy; and

Whereas, the Parties, without alleging or admitting any liability and without waiving any position either party has in this litigation, have since agreed to amicably resolve the pending litigation bearing Docket No. PAS-C-6-17.

Now, Therefore, Be It Resolved, District will reimburse Plaintiffs for attorneys' fees in the amount of \$10,000 (Ten Thousand Dollars and No Cents), costs in the amount of \$445.11 (Four Hundred Forty Five Dollars and Eleven Cents) for a total sum of \$10,445.11, representing legal services and costs relative to the instant litigation and the Former Settlement. Payment will be issued to the Attorney Trust Account of Jardim, Meisner & Susser, P.C., on or before March 17, 2017.

**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, except Comm. Hodges who voted no. The motion carried.**

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

The meeting was adjourned at 10:34 p.m.