

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

January 25, 2017 – 6:30 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

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

Comm. Manuel Martinez
*Comm. Lilisa Mimms
Comm. Nakima Redmon
Comm. Flavio Rivera

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

Comm. Irving read the Open Public Meetings Act:

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

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

**Special Meeting
January 25, 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: First off, I just want to thank everyone for coming. I know the reorg month is a short month, but I felt given our conversation in December it made sense for

us to begin the conversation around the budget even prior to entering the budget phase in February. I know we've had conversations discussing the fact that if we're going to be constructing the budget it has to begin in October, November, or December. Before we get to the budget conversation, I do want to turn it over to Dr. Evans to talk about progress towards 2016-17 goals and then we'll get into the budget discussion. I'll ask the Business Administrator just to give us a birds-eye view of the projected budget deficit for next year. Then we'll go into the conversation the finance committee had.

PRESENTATIONS

Progress Towards the 2016-2017 School District Goals

Dr. Evans: Last spring the Board, with the assistance of the New Jersey School Boards Association, developed four goals. Tonight staff is prepared to provide you a very brief overview of where we are with those goals. As the agenda indicates, it's the Progress Towards the 2016-2017 School District Goals. The first three are purely academic and in just a moment, I'm going to call on Ms. Susana Peron, Assistant Superintendent and Chief Academic Officer, to come forward to provide an overview with the assistance of her staff. She will drive that discussion. The last goal focuses on extracurricular activities. We've done a survey as noted on that particular action plan and with the assistance of Ms. Corallo, I will give you an overview of where we are as it relates to collecting that information and then as the action task would suggest what we are going to do with that information. At this point, I will call on Ms. Susana Peron to come forward. As she comes forward, I will indicate to you that you have before you a copy of the action plan with the action steps delineated. The last column in particular is going to be the focus of the conversation in terms of where we are and the current status.

Ms. Susana Peron: Good evening Commissioners. There are numerous activities under tasks. School 1 had to do with preschool through grade 3 language arts barrier experienced by the district. Most of the activities are based around professional development and for the different audience. The responsible directors would be Ms. Holtje and my associate chief Eric Crespo. At this time, I'm going to call them up to the microphone just in case you would like specific details as to what the professional development that was planned entails. As you see, we tried to give you as much information as we could. The completion date for some of them and most of them is through the remainder of this school year. This has been ongoing throughout the year. We have preschool teachers attending professional development. We have kindergarten, first, second and third grade teachers attending different professional development sessions. We also have vice principals, principals, and administrators having received different professional development sessions around these topics. Are there any specific questions you would like to know? Or any specific detail around the types of professional development that we have offered for our preschool and our early elementary grade teachers?

Comm. Irving: When we offer the PD to the providers, I just want to understand the process for how it is articulated. Are we sending folks to them? Are they coming here?

Who's in charge of ensuring that all the staff attends the sessions? That's what wasn't clear. Who's responsible for understanding that what has been learned is articulated in the classroom? Is it the provider? Is it the director? Do we take care of that? What does that chain look like?

Ms. Nancy Holtje: Professional development is mandatory, whether you're in-district or in a provider center. The professional development calendar is given at the end of the current school year for the following school year. We have moved all of our providers to the same calendar as the Paterson Public Schools use so that our PD days are their PD days. We as a department take care of all the sign-up. They have to sign up through the department and we keep track who has attended and who has not. Then for those who have not attended the director has to be notified. Whoever is given the PD would turnkey it at that site. Most of the professional development is done by our master teachers and our preschool intervention and referral specialists. We do different types of PD. We have a PD coming up on science. Everybody signs up and they're given a different site throughout the district. Some are in district schools and some are in the provider centers. We group them by teams like cohorts. Then the follow up to that is done through embedded training from us.

Comm. Irving: Thank you very much. Are there any other questions relative to early childhood and the updated goals?

Comm. Hodges: We've had a goal in the past to get 65% of our students who are in the first year of kindergarten to read. I recognize that this is still not completed yet. There are still some items to be taken care of in this process. The overall goal is to close the achievement gap. So when do you anticipate we will be able to see some of that gap closure? That's really the bottom line here.

*Comm. Mimms enters the meeting at 6:35 p.m.

Ms. Peron: Specifically we have to take into account the students that we're talking about, whether they attended preschool for two years, didn't attend preschool, what particular assessment we're going to use at the end of kindergarten, or do you want to know at the beginning of kindergarten. We do track the data for our preschoolers who exit preschool. In terms of how they recognize reading in the continuum, we have met that number.

Comm. Hodges: Which number did you meet?

Ms. Peron: The 65% to 70%.

Comm. Hodges: In terms of reading?

Ms. Peron: At the end of preschool.

Comm. Hodges: Okay.

Ms. Peron: Your question today, Dr. Hodges, was about kindergarten. Am I correct?

Comm. Hodges: Right. I was actually giving you credit. I'm heartened to hear that. So they're reading by the end of two years of preschool.

Ms. Peron: You have to define reading, sir.

Comm. Hodges: Fine print. Okay. I don't mean emergent reading. I said reading.

Ms. Peron: They're reading according to the standards.

Comm. Hodges: So then we're losing them because the third grade doesn't reflect that. We're losing them between kindergarten and...

Comm. Irving: Second and third grade without a doubt.

Ms. Peron: Yes, sir. Mr. Crespo can speak specifically to the detail around the professional development that we have offered in the past but not to the extent that we're offering this year to the kindergarten, first, second, and third grade teachers through the Institute for Learning. They have come in and worked extensively with ELA teachers throughout this year.

Mr. Eric Crespo: This year we were able to purchase materials and get training at the same time using these materials on informational and literary units. Our three areas of focus are vocabulary, comprehension, and socialized intelligence academic talk. We have noticed from the data that vocabulary seems to slip at those ages. It's important that we analyze the Tier 2 vocabulary. Vocabulary has three tiers. Tier 1 is if we see a table we can identify it as a table. Tier 3 could be like your medical vocabulary. Tier 2 is vocabulary that we would see every day but we can't just identify it. That's where they're assessed on the PARCC. Vocabulary instruction isn't what it used to be where you had a book and you fill in the blanks. We're working on different types of vocabulary instruction support to reading comprehension. You don't have to be a grade level reader to have comprehension skills. We're working on both of those at the same time. In addition, guided reading throughout the district to help us increase those reading levels. Last year midyear everyone received the guided reading library. This year we're implementing Spanish and Arabic as well.

Comm. Hodges: When we look at what passes as testing for kindergarten students to determine whether they've reached the standard, we're getting at least 65% who have gone through the two years?

Ms. Peron: Yes. And that information has been recorded and distributed to the Board through our program plan for early childhood with some of the program summary boards that you receive for professional development. We're tracking the levels as we

go and we use it to compare whether or not the professional development that the teachers are receiving is effective.

Comm. Hodges: Where is the major drop-off? Or is it just a gradual drop-off between kindergarten through third grade?

Ms. Peron: By the end of second.

Mr. Crespo: We start seeing a drop-off at second and then a major one at third.

Ms. Peron: Major because we have the PARCC assessment and because the shift of reading. They have to read more to learn rather than learn to read. That really changes the words on the page, the fluency, and the types of activities, the recall, and the comprehension.

Comm. Hodges: It also may call into question the standards that are being used in the kindergarten at the end of preschool.

Ms. Peron: Actually, some of the preschool standards, if you take a look, do fall into the kindergarten standards. They are all aligned. Some of them even go a level higher than kindergarten by the end of preschool. We can share those with you.

Comm. Hodges: Is it primarily vocabulary that we're falling down and is causing this major drop-off?

Ms. Peron: It's a combination of vocabulary and comprehension.

Comm. Martinez: So coming out of kindergarten they seem to have a firm grasp, but then there's a slide coming off. What are the assessments that are being used through first, second, and third grades to identify the student deficiencies and such?

Mr. Crespo: The STAR assessment is used and Fountas & Pinnell Running Records, which tells you each level of the student. They're assessed five times a year under Fountas & Pinnell.

Comm. Martinez: Let's say you have a classroom of 25 students. Through the STAR assessment you can say seven of them are struggling with this standard. That will allow you to group them and then you can scaffold your learning as you go. First grade students are now going into second grade. Are those second grade teachers having access to those records so they can see Manny is struggling with these students so I can tailor my lessons to give not only Manny but certain students who need that attention towards specific standards?

Mr. Crespo: One thing we've done is create a transition plan. Once a student is leaving kindergarten going to first or first going to second, the incoming teacher with the

students gets a full list of the reading level, the STAR level, what books he ended up with, and where we can go in the future.

Comm. Martinez: Fantastic. So you're on the right track.

Comm. Hodges: What's the percentage of students entering kindergarten that don't get at least two years of preschool?

Ms. Peron: We have that data, Dr. Hodges. We can provide that data for you. I don't have those numbers off the top of my head, but we do track that data.

Comm. Hodges: I'm just wondering whether that's part of the reason why we're seeing the drop.

Ms. Holtje: It's a substantial number. I just don't want to say a number that I'm not sure about. We do track it and we also track how they do when they take the STAR assessment the first time in kindergarten and at the end of kindergarten.

Ms. Peron: We have a study around that.

Comm. Hodges: That's the concern. There's evidence for the need for preschool, which the Governor and other people seem to think isn't important. If that's what's dragging down the cohort of students then we may need to craft some approaches to address them in a meaningful way.

Comm. Irving: To that point, differentiated instruction strategies relative to how you on board students in a classroom of students who are already academically two or three levels ahead. How do you do that with a population who is still learning developmentally how to read, associate, and understand the school process? Remember, the preschool schedule is very different than the kindergarten schedule. They're taking naps in preschool. Once they enter kindergarten they're not taking naps. These kids are in school. That shift is even a fundamental shift for a kid, not just academically but socially. If you're a child who in preschool didn't have the structure of understanding class times versus nap times, versus recess time, it's going to be a huge adjustment. Then you're coupling the fact that many of our kids may be struggling with the language. There are a lot of compound variables to this. These are what we're asking you all to think about as you come back to us with more plans for how to integrate that. We know if we can catch a kid in kindergarten they have a much better opportunity for them to do better in grades three and four, which is when we really start to see the drop-off.

Ms. Peron: Not to belabor this, but we also have plans for outreach. We're working with different community resources and agencies to get the word out for preschool. Believe it or not, we still struggle with the fact that there are community residents that don't know that we have free preschool for their kids. We have a hefty plan that we will bring to the Board with a brief presentation about this outreach.

Comm. Hodges: The number of kids who enter over the course of a year who don't go through preschool, is the number all over the place? Or do you see any patterns in terms of percentages of students who are entering the school district in those early grades?

Ms. Holtje: I know we have data that shows those that didn't even go to kindergarten before the first grade.

Ms. Peron: We also have that.

Comm. Hodges: That may figure into some of your plans.

Ms. Holtje: We look at that to address our universe that the state always says that we don't meet. We're trying to argue that we do because our children are transient and at some point they might attend preschool or they don't even attend until first grade. That's the number that they're using to determine our universe.

Comm. Hodges: So we have two or three years of data.

Ms. Peron: We do.

Comm. Hodges: I'd like to see that to see what the impact is.

Ms. Peron: We have that study.

Comm. Hodges: Unfortunately, as we move into our financial morass your challenge is certainly going to worsen.

Comm. Martinez: It seems like the takeaway from the first goal is that we've identified the areas of deficiency. So it seems like the approach now would be to double down on those first, second, and third grade areas. The notion is that up until third grade they're learning to read and thereafter they're reading to learn. If they're still struggling with fluency and blends and things of that nature, they're not going to get into the deeper levels of comprehension and the things that they need to be successful, not only in the testing but just in learning in general. I feel comfortable you guys are on the right track and moving forward.

Ms. Peron: There's a sense of urgency in the early elementary grades because those are the foundational grades.

Comm. Martinez: That's the investment we make now that will pay off years down the line. We double down hard now so that in five or six years from now when those students are entering high school or eighth grade we see dividends coming to fruition.

Ms. Peron: Goal 2 talked a little bit about designing an effective curriculum and curriculum map over the next year to conduct a dual method parent satisfaction assessment using a survey instrument and focus groups. I'm here to cover and talk about one through four. We have completed and revised the district instructional model as needed. What was needed for the instructional model revision was to add all of the other content subject areas that we did not. When we first developed the model we talked about ELA math and science, but we left out all of the other content areas. So now they're all included and that model has been completed. District administrators and teachers have been professionally developed around the instructional model. When new teachers come into the district this is a session that we hold with them through new teacher orientation. We talk about the model, the different strategies, resources, and all the things that go into the model. Number two - develop curriculum and related materials for each course. The Board adopted our last 100 courses last month. We have completed curriculum guides for every course that is on our course guide at every level for every program in this district. There's still work to do, as you know. Curriculum is evolving. It's a living document. We have a five-year plan and that plan talks about revision, developing, evaluating. We are on track for the five-year plan for the curriculum. It can be found on the website through academic services. You all probably have a copy of it, but you can take a look. It covers all of the content area. Number three - to provide professional development for senior level principals and instructional directors in using data to drive student achievement. We talk about data all the time. We have data binders. We have data mentors. We ourselves look at and analyze data through ELA and math and science as well. Then through the work of Dr. Campbell, he worked this summer professionally developing our administrators around the use of data in schools with four teachers and administrators. Number four talks about professional development to all school level instructional staff. We have a Board and state approved professional development plan that covers all of the internal and external district professional development activities with the curriculum content, the data that was used to drive those decisions and all of the teaching methods and strategies that go into some of the professional development that was included in that plan. Numbers five and six is to conduct parent satisfaction assessments using a survey. I would have to talk to my unit assistant superintendents. I think this work is the work that has been ongoing with the surveys and the parent satisfaction assessment focus groups through the Department of Family and Community Engagement. The RAC also does climate and culture surveys and parent satisfaction surveys. I have to say that numbers one, two, three, and four are not complete because they're ongoing. It's professional development and we have it scheduled all the way up to June. Then numbers one and two are complete.

Comm. Irving: I just want to give some feedback to you. When I read this I said great job. There have been times when we've had conversations about the goals and then getting updates on the goals. Typically, we don't get them until the end of the academic year. This is why I felt it was good to take an academic pause and talk about it now. With that information I think it's really helpful so that the Board continues to support the work that you are all doing, especially in committee. In this goal in particular you guys seem to be hitting it right on target. I just want to commend you on that.

Ms. Peron: Thank you, Commissioner. It is a team effort. It includes everyone - teachers, principals, district staff, my colleagues and cabinet. It is a community of action and it has come into action. I think having this opportunity to report to the Board is very helpful and serves as a reflection to the work that we're doing. It keeps us on point.

Comm. Irving: Are there any other questions for Goal 2 before we go to Goal 3?

Ms. Peron: Goal 3 talks about enhancing the STEM capabilities of the district. I had Sarah Laldee and Joanna Tsimpedes to really work on this action plan. A lot of work has gone into this. Some of the work is still ongoing. Most of the work is still ongoing. The plan for science and curriculum writing is up-to-date and not complete. As you know, we're moving towards the new generation science standards and we have a little bit of time to do that. But we are on point with the schedule for curriculum writing. A lot of it talks about professional development and workshops. We have had a wonderful opportunity to partner with higher education institutions and they have provided a lot of the professional development. They have reviewed a lot of the curricula. It has been different work around science. We have added the resources such as FOSS into our middle schools. Those provide hands-on learning for our students. The professional development around FOSS training is also ongoing. It has been offered for teachers and administrators as well. If you have any specific questions about this plan, I'll call Sarah.

Comm. Irving: What is the recruiting end of the plan? Identifying the competencies, the curriculum, and the content standards relative to science and making sure it's rigorous is great. But if we keep hearing we can't find people to teach it, that creates an even greater void and nexus. I think that needs to be reflected in the plan as well. How do we plan to recruit, find, and retain high-quality science teachers and instructors? Even if it's from undergrad, we want to make sure we're finding young people who definitely have a passion for teaching this and doing it in an urban setting.

Ms. Sarah Laldee: Good evening. I would say that several of the things that are mentioned in terms of logistical issues are precursors to us dealing with recruitment issues. Retainment is an issue and the reason that retainment is an issue is because of some of the things that are mentioned in the plan, such as inadequate resources and inadequate support. We are developing a plan to provide those things, such as appropriate scheduling, which makes it more attractive for people to come and stay. An issue that we have at this point, especially where we need specialized certifications at middle school and high school, is that the scheduling prior to this year resource management is an issue. Those things are being addressed. That's actually not in the plan. We had a new teacher, PLC, that meets monthly and sometimes twice a month that is voluntary on the teacher's part. I stay late. We have workshops. We have a cohort of people that are coming to those every single time, which is providing them with the support network. I think that means we will end up keeping them. The other thing that is in development, we were actually just approached by Montclair State about the

possibility of partnering on a grant that would work with pre-service teachers to help recruit people directly from Montclair State into our program. That letter came to me on Monday. That has to be approved as a partnership. That would be one avenue that we can use to move forward.

Comm. Martinez: I agree with you 100%. Just to pull it back a little bit from the context and to strengthen your point, the struggles that we have here in our district trying to find good science and math teachers is not exclusive to here. This is across the country. This is bigger than just Paterson. I think that needed to be said. The challenges you laid out are real, but beyond that there's another layer that goes beyond simply what's happening here.

Ms. Laldee: Ms. Peron asked me to mention that we have some ongoing work with Stevens Institute with their center for innovation, engineering, and science education, which is a mouthful. They're working along with us on our curriculum development teams. That also means we have ongoing conversations with professors who are involved about their students who potentially could be interested in working with us. We're working that connection as well.

Comm. Hodges: As you mentioned, that problem is going to get even more acute when Tech opens up its STEM academy. My real problem is materials that you mentioned. I think I had requested already that required materials be listed in as part of the curriculum. There's no point in having a class open and we don't have the materials in the classroom, which we've done over and over again. So we want to make sure that you have everything that you need and that section should not be open. Then we won't come back and demand to know why a section wasn't open. Is chemistry a required course?

Ms. Laldee: It now is.

Comm. Hodges: For every single student?

Ms. Laldee: Yes.

Comm. Hodges: As of when?

Ms. Laldee: As of the adoption of NJSS. We mentioned briefly in a prior conversation that was off record that there are two sets of standards with regards to science. One set are the graduation requirements and the other are the academic requirements. The academic requirements lay out that every standard must be covered. The graduation requirements say that there must be three years and one of those three years is either chemistry, environmental science, or physics to meet the physical science requirement.

Comm. Hodges: You said either of those three.

Ms. Laldee: Either of those three, but in my conversation with Mike Hines he has expressed over and over again you have a requirement to meet those academic standards. This means chemistry must be taught. The way that the progression happens in the New Jersey model curriculum is that chemistry actually comes first now. There are a number of things that were taught in middle school science that now have moved up into high school. You need to understand certain things in that particular course. For example, chemical bonding and the periodic table doesn't get introduced until high school. That previously was in an eighth grade class.

Comm. Hodges: Really?

Ms. Laldee: Because of that, that has to happen before some other things happen conceptually.

Comm. Hodges: Are all of our students receiving chemistry?

Ms. Laldee: Not yet. Keep in mind that the next generation standards went into effect this year. If you're entering as a freshman this year the new standards apply to you.

Comm. Hodges: September 2016?

Ms. Laldee: Correct.

Comm. Hodges: That means everybody should have chemistry.

Ms. Laldee: They will have chemistry before they graduate. Understand the progression. The progression for honor students is honors chemistry, honors biology, honors physics, and then an elective, which would be their AP class or dual enrollment class. For general education students, they're doing environmental science, then chemistry, then biology, then physics, or another course of their choosing that meets the requirements.

Comm. Hodges: Do we have the teachers to provide this?

Ms. Laldee: On paper we have the teachers. However, they're not all necessarily in the right place. We've already conducted the audit to see how many teachers we have, who has the certification, where are they currently located, and how would they need to be redistributed in order for us to be able to offer chemistry to every student.

Comm. Hodges: What about the materials needed to run the class?

Ms. Laldee: Those inventory lists are actually in the plan. Those high school teachers are bringing those back to us at our February meeting. Then we will be able to pass those lists on to you as requested and also inventory of what we have in stock.

Comm. Hodges: The list of what was required versus...

Ms. Laldee: Prior and what we have.

Ms. Peron: I only have a little piece of number four.

Dr. Evans: Myself and Terry have additional information. I will begin. Goal 4, expand extracurricular activities with the district. There are four action steps or tasks associated with it and we've completed the first two consistent with the timeline. The first one was to assess current activities and examples included Full Service Community Schools, the recreation department, SAT, and so on. You have a large spreadsheet that's 8.5 by 14. It's one of the few that you have that's in color. This sheet delineates all the extracurricular activities that principals have reported in place in their schools. We have all but a handful, probably five or six.

Ms. Terry Corallo: Good evening Commissioners. Actually, what's up on the screen is just the Full Service Community Schools. Let me just clarify that this is still a little bit of a work in progress because we have a few schools that we're missing. The first two objectives of the plan were basically to do an audit and find out what types of extracurricular activities are taking place today. This is the culmination of that work at this point. Then there are two attachments that you have. One that's up on the screen, which is the Full Service Community Schools attachment, which really only impacts the schools that are Full Service Community Schools, and the Taub Doby program of the basketball and cheerleading. What's on here is everything else. We are still working on this. I know number two of Goal 4 is to start to assess interest that students and staff have. We've started that too. You'll see there's a column on this spreadsheet asking students and staff suggestions for future activities and then whether or not they plan to offer those activities next year. As Dr. Evans said, Goals 3 and 4 clearly are your desire to expand those activities, but I think we needed to see first what's offered. You can see that some schools offer a large variety of clubs and other schools have absolutely nothing being offered, which is almost the bigger challenge. Perhaps we have to focus on expanding opportunities at the schools that do not offer anything. That is just my personal suggestion, versus looking at districtwide and focusing on that. At this point, we're on target and we will have this completed in the next few weeks. I will send the final document to the entire Board.

Comm. Hodges: Your point is what caught my eye as well. Is it possible to have a minimal standard as to what we want to see in these schools, such as with student government? Some places are very few and others are stacked. It clearly enriches the educational opportunity when you have those extracurricular programs in place. When you don't, it raises some questions about leadership.

Comm. Irving: At the high school level student government is standard. Every single high school is supposed to have student government. Does that apply for the grammar schools as well?

Comm. Hodges: Some of them do and some of them don't.

Ms. Corallo: No.

Comm. Irving: At the high school level, I know student government is mandatory.

Comm. Hodges: It's mandatory to have it. It doesn't necessarily mean it's functional.

Comm. Irving: That's a great point. I don't know if we can get to the ability to mandate which programs they do. I care more about schools doing extracurricular work, whether it's chess, student government, or anti-bullying club. But being able to offer at least a cluster of different services for kids does make sense.

Comm. Hodges: I don't want to tell a principal or students what they should be doing. But I do want to say they should be doing something and they should have that opportunity. The lack of that opportunity, to me, is distressing. If we're taking away music and art then we need to give them something else to use their imagination on.

Comm. Mimms: Just a point of observation. When I got this sheet it was a great start. I'm glad you said it's a work in progress because there are some schools that are here that have some activities that are not listed. I don't know if the principals have not added it.

Ms. Corallo: We're currently still waiting on information from 10 schools. There are 10 schools that have not submitted their information yet. As I said, we're still waiting on that. I did speak to 3 of those 10 principals today and it doesn't sound like they're going to be adding too much to this. Then there are some schools here where you can see 'n/a' next to it, which means that they got back to me and told me they didn't have anything. I want to be very clear. This is outside of PARCC readiness programs or SAT prep programs. This is truly extracurricular. I also did not include athletics because the high school athletic programs speak for themselves and we all know that they exist. These are the other extracurricular activities that are going on in the school district.

Comm. Mimms: Just to conclude my point, some have an influx of activities that are happening in the schools. Some have nothing listed. I'm not really impressed that they have an influx unless we're measuring the effectiveness. How do we know that these programs are affecting their test scores, reading, or math? How are we measuring it? Just because you have programs, how does it align with your ability to read or write?

Ms. Corallo: I will defer to Ms. Peron on that.

Comm. Irving: That's a good point, Dr. Mimms, but it also depends on what the purpose of the activity is.

Ms. Peron: I'm going to speak to the extracurricular activities that we do have and the Full Service Community Schools and 21st Century programs. Those are measured and we will be bringing that Wednesday to you with a summary of what goes on in Full

Service Community Schools. We have looked at the data and tried to make comparisons and see if children who attend extracurricular activities and the activities that go on in Full Service Community Schools does it make a difference in academics. There is data that does demonstrate that it does make a difference. We're in the business of educating the whole child and there are sometimes certain strategies and skills that you do learn through sports and creative activities. Those are the types of things that we have to keep in mind. For a child who is creative and whose multiple intelligence does prefer to express themselves through art, drawing, and painting, that is an intelligence and something that would enhance their creativity and their academic show. We do have some data around the clubs. The clubs that are child-driven are student-by-student interest. The principals have the autonomy to choose those and to work with his or her school around the types of activities that they can afford. They do have volunteers sometimes. Our teachers do volunteer many times to provide these extracurricular activities for their students. I don't have the data round those types of activities. However, I know that some of them have come through the Board for approval because they might be stipend work and they are a demonstration of achievement goals that the principals do add for these after-school programs. We would just probably need to coordinate them, collate them, and put them into some type of a report.

Comm. Hodges: There are approaches to providing advisory capacities in terms of teachers that don't involve paying them extra. They do have some negotiation aspects to them and that really has to be looked at, particularly as we're going forward.

Dr. Evans: They would have to volunteer.

Comm. Hodges: Yes, but the payment for them would be easier if certain things happened in our contract. Other districts do that.

Ms. Corallo: If I may be so bold, I have been tasked as the rest of the cabinet to read three separate articles on chronic absenteeism. I will tell you that while you may not always receive specific results on what these types of clubs do academically, they do help – and the research is showing this – that students will continue to come to school because they know they can participate in some of these activities. There's that as well that we need to keep in mind.

Comm. Mimms: That's why I had the point of observation. When I look through the sheet we have some schools that are high performing. We don't know if it's attributed to these programs or not. I think data drives results and we have to definitely identify the alignment of what's there and what's not. That can be something from the Superintendent level that can be driven down into the classroom settings. Some data is not here. I have to wait for that data. Then you said there is data that you have that we don't have. We have so many concerns in our district and we have all these goals and plans that are set for curriculum and driving all these things. We have a very high attendance rate for teacher absences. My concern is when we look at the rate of absences per day, even if we have activities in place and we develop curriculums and

all these things, if the attendance rate per day is at a certain number and there is no teacher in place with all these plans that we have because of morale issues, building issues, and all types of things, where is the focus on the teacher? Where is the focus on ensuring that the teachers are in the buildings? Let me give you data since I see some funny looks. I'll give you some numbers. We have a rate of about 314 absences per day in the district. The substitute rate is \$110 per diem. That's about \$34,540 per day just in substitutes because we don't have teachers in the building. We need to build morale with the teachers. Find out why they're not in the building. We need to find out why we're not allowing them the pedagogy opportunities that they can give to our children to develop and help with all these programs we're bringing in. We're doing all these things, but when do we say to our teachers that are working with these kids every day we need you in these meetings, we need you in the classroom because you're with these kids every single day? Whether it's seven hours a day, you're with them every day and we need you physically in some of these meetings that we have when it comes to contracts, programs, and all types of things. If those meetings are not happening, all these plans we have may sound great and look wonderful on paper. But if we don't have teachers that want to come in the building we're going to keep having problems and then our students won't learn. That's a concern. We have to really find out what's happening with our teachers. Why are they not coming to work? If they're not in the buildings then our students can't learn, even if we have a substitute. The opportunity for learning is missed. I'm just giving this to Dr. Evans as the Superintendent. I just think that we need to talk to some of our teachers, whether you bring them in your office, have a sit-down, meeting of the minds, focus groups, pilot groups or whatever. You want to talk to them. Maybe have an anonymous box in every school to identify what are the concerns. Their names may not be on there, but we have to find out because we're driving all these things. I'm grateful for all the work of all the curriculum team and all the committee people that have been on there for years that have helped to drive this point. We have a lot of kids in our classrooms that don't have textbooks. Students have to take a photo of their homework assignments and bring them home. Then they bring them home to the parents and we don't know how to help them because it's way out of our league. You have a lot of different issues that are going on outside of this data. On paper, it looks amazing, but it's not hitting our students. That's a big concern. Our students are missing it. We're introducing chemistry. I heard the comment. It's brand new. Periodic table not introduced until high school. Who comes up with these standards? I know some are from the state. When do we as a district say let's push back and say we need these things in place? In order to do algebra you need to know PEMDAS. You need to know that. If we're not going to introduce it until later, then all these scores are going to continue to go down and they're going to keep failing. Those are some of the major concerns. Our teachers need us to know that we care about them in those classrooms. They need to know that we hear them. We need to talk to them. We're bringing in IFL programs and spending millions of dollars when the teachers are in the classrooms. They know how to get those students to learn. They work with them every day. When do we stop and say, "Hold up. This is a lot of money we're spending to bring in all these contracts and programs for our teachers when they know what to do." They're there every day but we don't ask them or even get their insight. I see some of the heads shaking like no. It's not no. It's not a no. We have to

start from somewhere else because what we've been doing has not worked. We have to think differently. We have to think out of the box and concern ourselves. We have some children in our district and some of our kids don't go home to parents. They don't have a single parent. They don't have two parents. Some of them are emancipated. They're taking care of themselves. I heard some stories in the high school. I was there visiting. Some of these high school students we take for granted. Some of these students don't have parents or anyone that's going to help them with these items. We just go day by day here we're going to be this completed by June. We're going to have this done. When do we talk to these parents and really feel for these kids? This data and all this stuff looks fine, but if it's not about our kids we're going to keep having these problems. Our kids don't even know how to write cursive. I don't see this anywhere in here. It's embarrassing to see our eighth, ninth and tenth grade students that don't know how to write penmanship. They don't know how to read. They don't know how to write. We have to make sure that we go back to basics with phonics and penmanship and all those things, and not just on paper. On paper looks great, but when it comes time to introducing it you need teachers that will be in the training to give it to the kids. If they're not coming to school based on our attendance records we have a concern. We have to find out about facility improvements. What's needed in the building? Some buildings are hot as ever. You can put an egg on the floor and it fries in some of the buildings. Then some buildings are freezing. They're in the building with their coats on and so many things. We have to make sure even in our facility plan that we're going step by step through these buildings and ensure that the atmosphere is conducive for learning and for the teachers to come to work. If the teachers get sick they can't come in the building. These are some of the things outside of all this stuff that we're doing on paper. I think we have to consider those things, Dr. Evans. We need some focus groups with some of these teachers, whether the union needs to be present or whatever. I just think we need to think from that side. We're sitting on the Board, but everybody on the Board doesn't think the same. That's why we're here. We need to think outside of the box and say what's not working. We've tried this and that. It's not working. We don't need to spend another \$1 million on any other program to bring into the district, especially when we're not analyzing if it's worked. To say the data is around somewhere is not good enough. It shouldn't be around somewhere. Every time we introduce or present something it should say instituted whatever date and it has been around for five years. It's worked. It's been effective. Whatever! That should be on our data. When we present, it should be a part of it. It should say this program was at this school for eight years. It was here for five years. It attributed to the success by whatever percentage. If that's not on here, it's just showing this is what they're doing in the school. How does it contribute to our children's success in their education? We need our kids to learn. We need them not to compete locally, but on global levels. We want our kids in China and over in Japan. These are Paterson kids over there. Until we get to a place where our kids get books and they don't even have paper in the buildings. I don't know how many times you guys visit, but I visit the buildings every day. They can't even make copies. They have no paper in the buildings. We have a lot of paper here, but in the schools they have no paper. That's a problem for our children's learning opportunity. This is for Dr. Evans and he's writing and I'm grateful. I feel for our kids because I'm with them every day. I'm visiting schools every day talking to the students

and parents. I just found out a couple of days ago that there are kids that are emancipated. When it comes to graduation we're sending out forms and flyers. Some of our kids are looking at the flyer and they're trying to work to pay for these scholarships. It's really disheartening. Those are some of the things that we should find out. How many seniors in our district will not be able to afford the \$140? From this Board that should be one of the things in our agenda. We have 10 students that are emancipated kids. This should be something we look at in our agenda. Those are some of the things that need to be on the table. Some of this stuff that we're doing is okay, but where do the kids come in? Where do they come in? We get programs from William Paterson and professor-in-residence. All these things sound wonderful, but how effective have they been? That's my question. I've been asking this from day one and I'm going to ask it whether I'm on the Board or off the Board. I'll be here or there. I'm going to ask the same question. How do we measure the effectiveness? How do we know it's working? We don't because we're seeing it by the turnout of our students. We're seeing that something is wrong. Dr. Evans, we have to find a way to talk to our teachers, have survey groups, or do survey monkey with our parents. There's another opportunity to find out. We send our kids home with a packet for Thanksgiving or the holidays. It comes to your house and as parents you have no clue how to do the work. Then it says it's two test grades or five quiz grades. So you're looking at it with your child. You don't know how to do it and the kid doesn't have a textbook. So how do you get this work done? I think we need to ensure as a district that our kids get what they need right now. Right now as we're moving closer to local control, and that's the stride for curriculum, to get it completed, why wasn't it complete before? We should have been pushing for these things to be done in a timely basis. I'm grateful we're doing it now, but our kids have suffered way too long. Parents have suffered way too long. They may not come to the meetings, but I talk to them every day. I'm on the phone with the district every day. I'm talking to these parents and they have issues and concerns. They don't know how to do the homework with them. They don't know this program. There are no textbooks. I go to the school and I ask them is there a book for the parent. Can we call this parent up and give them the assignment and give the photocopies or whatever? Then they complain there's no paper to make copies to send home. As a district we have to do better. We really have to do better for our students. It's not a game. Kids can't get jobs when they get out of high school and there are no opportunities for them because we did them a disservice here. I'm grateful for the data. I've read it many times over and over. I want to see if this data really reflects success stories. How effective? If it wasn't, where is the variance? What do we need to work on? Maybe from your level if they have 10 programs, if they didn't work, next year they can only do five. If it didn't work, do two. This school needs to do this program. It worked here and you're suffering in reading. This is the recommendation for this school. I know the principals run the schools autonomously, but I think there needs to be some intervention from the Superintendent level, especially in music, art, and those key subjects that are missing in the district. I think we just need to take a closer look at those things.

Comm. Irving: In all fairness, the list that we have is what we asked for. We asked to get the list just like this. What we need to do when it's complete is inform the

Superintendent about what this information tells us. I think it's a good start. I'm more concerned about the fact that folks haven't finished replying back. I understand the schools are busy, but if the bulk of principals haven't been able to do it everybody is busy. It's a matter of highlighting these services so we can see if there are trends, services, and programs that exist that clearly other schools are using in their high-performing schools. We may say we may want to borrow these best practices in our not so high performing schools. My concern is getting those done. I know there are three other areas.

Comm. Hodges: Before you get to that, I want to support what Comm. Mimms said. In speaking to Comm. Capers, who I found out was a substitute, I requested two weeks of teacher attendance data. This is the second week here. You've told us that the most important thing is to have that teacher in front of the classroom. As she has said, they're not in front of the classroom. I know we get penalized by the state if we're late 95% in terms of student attendance. I don't know where we are in terms of teacher attendance. We don't get that data. That's why I ask for the two weeks' worth of teacher data through the conversation with Mr. Capers because I want to see why we have the number of substitutes that we do. Why can people sit in the classroom with a substitute for months, which is a problem? That child is not learning to the degree that they're supposed to, if they're learning at all. Some substitutes just go there and sit.

Comm. Irving: I want to make a note on that because I think that may be a goal we may want to adopt for the next calendar year, to talk about a retention program either through assessment or focus groups. Maybe the folks are legitimately sick for those days. If they're not, or if there are other mitigating factors, what are those? How can we help support teachers? Maybe folks are saying, "I just need a break today." What's going on there that we're missing? Again, it's still costing us money too.

Comm. Hodges: Yes.

Comm. Irving: We have to pay a substitute. Most importantly, the kids are missing out on the opportunity of having an adult in the classroom giving them quality instruction.

Comm. Hodges: The concern I have is we don't get that data. We don't get conversations about teacher absences. We do get periodic conversations on substitutes when parents come here and complain about their child sitting in a classroom with a substitute for four weeks or three months. But we don't have long or intentional conversations about the degree to which teachers are fulfilling their responsibilities in the classroom. I think that has to change. It really does. That's why when the data comes back I will be raising it again looking for some sort of analysis on your part. This is the second week of something that I asked for last month.

Dr. Evans: The teacher attendance data.

Comm. Hodges: Yes.

Comm. Irving: Let's filter it through the personnel committee and then have them report that back to the entire Board.

Ms. Corallo: Just a point of clarification that I just received from Ms. Peron, and I'm not sure what data you're reading from, but if it's the reports from ASOP, that data would include IAs and PAs.

Comm. Mimms: This data is not from there. I got this from personnel.

Ms. Corallo: It's just purely teachers.

Comm. Mimms: Absolutely.

Comm. Hodges: I want the data myself.

Comm. Irving: It should go to the Board. I think the conversation clearly needs to be had in personnel.

Comm. Hodges: That's fine.

Ms. Corallo: You'll be very happy to hear that I've concluded my portion of this report. We're in progress and I just want to say one more time, it's only 10 schools we're missing. We've got the majority of schools here. We're still working on that. We have to assess student interest. Three and four is part of the budgeting process and what we would be doing in the upcoming school year. Unless there are any further questions, have a wonderful night.

Comm. Irving: I want to thank the staff members for preparing themselves to have this conversation. Dr. Evans, I have to tell you kudos. We didn't have this last year or the year before, an update of where we are on the goals. This tells us where we need to be headed to and I encourage the folks in curriculum and instruction, since three out of these goals are curriculum and instruction related, that you folks should be asking about this monthly relative to the success of how these programs go in curriculum and instruction and that they're finished in an appropriate fashion. Before we get into the conversation about what the finance committee did, I want to bring Daisy up to talk about what the projected shortfall in the budget for the 2017-2018 year looks like. Then I want to work backwards and talk about the conversation... We do have an idea of what the projection may look like. We don't. Do you guys mind if we do the public portion first and then do the budget conversation? Is that cool?

PUBLIC COMMENTS

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

Comm. Irving: I just want to remind everyone of the time limit when you hear the bell.

Ms. Stella Tripp: Hello, Board members. Long time no see. I have two agendas. Dr. Evans, I told you I was going to see you tonight. My first agenda is I thought I wasn't going to have a problem with this but unfortunately communication skills are not equipped in this building. Last time I was here I said something about the transportation and you guys told me I wouldn't have to worry about it. I'm a full-time mom. I said my kids aren't going to have to take public transportation. They can hold onto their bus cards down there. I'll take them to school. I'm out of school for a couple of weeks. I'll take them and pick them up. I'm back in school now so I came down here this morning to get the bus tickets. I get down here and I ask for the director. Lisa is the director. She wasn't here. Apparently she was in a meeting. Her secretary or assistant or whoever the young lady was told me that she had no idea who I was and she didn't know what I was talking about. I had to go back into the whole scenario of why I was down here. She said you just have to come back February 10. I said I'm not leaving this building until I get bus tickets. I told them that. I said, "Don't do this to me. Not today. Not when you have this meeting at 6:30 this afternoon." We went back and forth and I told her it's not her fault because communication is not key when it comes to transportation. Transportation is key. Whoever it was decided to take these buses. So now that I'm back and my kids need the bus tickets I have to go through a whole other 10 charts before I can even get the bus tickets. I spoke to Lisa this afternoon. She called me back before this meeting and told me to come February 10 to get the bus tickets. It should not have taken her to call me previously. Somebody should have called and said, "Ms. Tripp, do you still need these bus tickets?" Nobody! I got nothing. No letter. She told me because it was special privilege they don't have to call me. They don't have to send anything and I understand that. My second agenda tonight is my son decided to play wrestling. He goes to International High School, which means he has the choice of Eastside or Kennedy. Lo and behold, he goes to Eastside. I wouldn't let my dog play on those mats. I wouldn't let my dog play on that equipment. That equipment is so bad in there it doesn't make sense. Then I approached the coach at Eastside and he tells me to go to the meeting and tell them we don't have these things. The wrestling team is sharing shoes and other equipment, which is unacceptable. You say that you want the kids to do extracurricular activities instead of standing on the corners selling drugs or sitting at home playing a video game. Make it enough for them to get up and go to that school. Make it worth their while. They deserve mats and equipment. They shouldn't have to wait until I come here or a load of parents come here to say why four kids are switching shoes during a match. That's unacceptable. I don't know what else they're switching.

Comm. Irving: We'll make sure that someone looks into this immediately, I'm sure.

Dr. Evans: Yes, we will.

Ms. Rosie Grant: Good evening, Dr. Irving, Board members, Dr. Evans, staff, and public. I was hoping that I would be able to hear some of the 2017-2018 discussion before the public portion. Nonetheless, I have some things I'd like to offer. I want to

encourage you to look at investing into the Full Service Community Schools to expand it because it is doing so well in the places that we have it operating. I'd like to encourage you to consider academic rigor across the board in all subject areas as one of your priorities. That includes the arts. That is a required academic subject. Think about having certified teachers in all the subject areas teaching in their area of expertise. To provide effective professional development so that they can help our kids get to the standards that we need them to get to in all of these areas. I'd like to ask you to consider some social and emotional support, either through the Full Service Community Schools, recreational programs, or afterwards, but something that helps our kids with coping skills and study skills. We're dealing with a lot of trauma and upset in our community, and it's important that we remove these barriers and help them to deal with these upsets so that they can then focus on their academics. I have been participating with the New Jersey Every Student Succeeds Act planning team and they will be announcing shortly that the optional area that they will choose for New Jersey is chronic absenteeism. I would like to encourage you to be thinking about that. We did some work with chronic absenteeism. There are some things that we can do without additional funding and there are some things that we can do by giving professional development and putting policies in place to support it. Please be mindful of that. We will have to be accountable for this year's chronic absenteeism rates in the ASSA plan. Also, PEF submitted a letter along with some of its partners, including the NAACP Legal Defense Fund and the Dignities in School Campaign to have them consider climate and safety as another area that is going to be measured for accountability in the ASSA plans. As we develop the district's ASSA plan, which is what will come after they submit in April, I want to encourage you for deep community participation. The state did that in the development of the state plan and they will use it to model how they want districts to have community participation. So I encourage you to do that and I stand ready to help. Thank you.

Mr. Charles Ferrer: Good evening, Charles Ferrer. Since the discussion came up about teachers and their morale, I figure I would just put a few things out there. I always have to go back and start with when Dr. Evans first came because Commissioner brought up a point. He came to our meeting and one of your statements was that you would meet regularly with the teachers so that they would have a forum to hear their concerns. That hasn't happened. Another reason teachers' morale and their desire to do things and speak out is down is because they're worried about saying things. If they say something and it gets back to their administrator, then there's retaliation and in their evaluation this and that will be done. One administrator told teachers at one school, "I'm not concerned that you turnkey things to teachers. I'm concerned with the fact that you didn't donate a basket to the tricky tray and you didn't buy any tickets. That's why your leadership area is down." This announcement was made at a staff meeting also. When people hear that or when I get emails from people that if you don't do this then this may affect standard this or that, their evaluations and observations are being threatened. Since now the evaluation system is all subjective you don't want to do anything that's going to mess with your livelihood. That's one of the reasons why a lot of things aren't happening. The other thing we have to look at is teachers are also working other jobs. When I go to visit schools the thing I constantly hear about is that they lost four steps so

they're doing this and that to make ends meet. That's another problem. Then we talk about the money we spent on IFL. The last IFL training that my wife went to the discussion came up why we're sitting here creating the curriculum when you have been paid the money. If I'm paying somebody a half million dollars for their expertise, then I expect that my teachers come there and are given the materials necessary to do the job, not sit there and have to create stuff. That's what's going on. Let's move on. Cursive writing and penmanship - we talked about this and someone said if we put the constitution in its cursive form in front of our students, many of them wouldn't be able to read it. Cursive writing is part of our policy. I don't care that the state says you can't do it. When I speak to the state about things, they say these are recommendations. If these are recommendations then teach our children how to write. You were taught how to write in school. Teach these children how to write in school. When I was in school penmanship was great. I started out with good penmanship but then all those I will not talk in class and chew gum in class put a damper on it, but I get by. The other things that is a problem for teachers is that their work load is such that either they stay after school grading papers, getting data binders together, getting lesson plans, or getting prepared for the next day. That is just not an option. When I was in grammar school our teachers had softball leagues with us. We had basketball leagues and things. It's not like that anymore because at the end of the school day because people have obligations to their family because they're not making it here, they have to do other things. Some are professors at colleges. Some are teaching online. We put our staff in the position where this doesn't make ends meet anymore. To try to get them to stay and volunteer when they have to make sure they have to pay that mortgage and take care of their family and their children that are in college, sorry. Unless we come up with a better plan that shows the staff and the students that they are just as important as everybody else, there's a problem. I don't see that. If I have to hear there's no paper, books, and children don't have this and that, but if they go other places they can see that people have everything they need and then some. The students and the staff, those are the priorities. Everything else is extra. We don't shop right anymore. We're buying the extras when you don't have that money in your budget. In the real world you don't buy the extras unless you have additional money. Thank you.

Mr. John McEntee: Good evening everyone. First, I want to start out by thanking Dr. Evans for allowing the district to participate in the revisions with the lesson plans. I think it's a great step in the right direction. I also appreciate the fact that we're going to sit down at some point and look at the data binders. As Charles talked about, this is one of the major issues that we hear. If you count the emails that we receive, it's probably as many as you have on a daily basis. I appreciate that. Thank you very much. There was a statement made about the attendance. It's hard always to follow Charles, but the morale is kind of low. We do hear about great things going on and we hear some things that are troubling. Work load is certainly one of the top priorities that we're dealing with. On a side note, we are going to be coming to the Board meeting on February 15. The purpose of that is to highlight Eastside High School. We're not pointing this towards the Board, but we'd like to actually work with the Board for a change. We want to see if there's the possibility that we can pressure the SDA into trying to make some needed repairs at Eastside High School. We've been asking for some pictures and I'm sure as

these emails go out the Board and the Superintendent might think that we're up to something. Usually we are, but at this particular juncture we're trying to work with the Board to point those cannons now towards the SDA and say to them we realize that the School Board doesn't have the money to put on a roof. Maybe it needs a roof. We realize that the School Board doesn't have the money to rebuild a new high school like they did in Trenton. It would be wonderful if we had a brand new high school built here in Paterson. Those are some of our goals that we're working towards. Don't be alarmed if we come with some giant sized pictures in February to show you some of the things that are being reported to us. It really isn't a reflection of you. It's a reflection of a lack of money and we realize that. We want to work with the Board and any assistance that you can help provide to gear us in the right direction. We already have a meeting with the SDA next week and we're going to be bringing these concerns to them. Ultimately the goal is a brand new high school. That would be fantastic here in Paterson. Putting a roof on a building that has other issues long-term might not be the best solution. We want to make sure that we do put education and the children first. It's one of our goals moving into the next year and we'd love to have your participation. Thank you very much.

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

Discussion on the 2017-2018 School District Budget

Comm. Irving: Let's get to the discussion on the school district budget. I want to say this conversation we're entering into is as preliminary as they come. I want to have Ms. Shafer give us a context for where we are right now. Two or three months ago the Board discussed the realities of what the budget gap may look like and the fact that we don't want to be blindsided relative to any reductions this year. I remember last year we had about a month or maybe three or four weeks to even digest recommendations and suggestions from the administration. The finance committee had a conversation with the administration. We had a robust conversation about the possibilities to be able to balance the budget in a way that lessens the blow on how we deliver instruction. Ms. Shafer, do you want to give a context for that?

Ms. Shafer: Back in early December, Daisy and I met with the finance committee and some recommendations came out of that meeting. They're listed on the sheet. I think there are 17 of them. What Daisy and I were charged to do was to go and look into these different fiscal strategies to see whether or not it was doable and was it going to have any cost savings effect for any of these items if we were to present to the Board and if the Board wished to move forward on them. I think that since it was only the finance committee I'm sure other Board members would want to weigh in with their ideas as well. In addition to that, what you have in front of you is just the topic and what the cost savings would be. A lot of background work went into it by the individuals listed and they would be prepared to answer any questions. In no way is the district moving forward on any of this. It was strategies that we were asked to look into and then bring

back to the Board and have the Board ultimately weigh in as to whether or not they would want to move forward on any of these strategies.

Comm. Irving: The reality is next month we start the budget hearings. At that point in time, the Business Administrator would present to the Board the projected budget shortfall that we have for the 2017-2018 year. It is at that point that we can begin a conversation for how we plug that hole. I want to make clear two very distinct things here. We have a duty to provide a thorough and efficient education for every single child in the city. But we also have a duty to balance that budget. That is one end. We also need to be able to continue to advocate for our district and ensure that this Governor and Commissioner understand the fiscal impact that the lack of proper funding in the funding formula is having. I had a very good meeting with Assemblywoman Sumter. She and Assemblyman Wimberly will be convening a meeting with many of us in the next two weeks to coincide with the budget process so that collectively we as elected officials go down with a united voice. Also, petitioning and working with folks in the community to go down to the Commissioner and to Trenton to continue to sing the same tune. Do I think that we're going to get anything more than we got last year? Probably not! My belief is that that is going to be done to put together a strategy so when the next gubernatorial administration comes in they understand that the City of Paterson has been shortchanged for the last nine years and we're at a tipping point. Once we make it past this year, if we do, there's nowhere else that we can cut from this budget. There's nowhere else to reduce. There has to be some relief given to us and the only way it's going to happen is if we change governors. I think everyone in this room can clearly identify that's a leadership issue down in Trenton relative to priorities for public education. The reality is we're going to have to make some really tough decisions collectively as a group over the next two to three months. They're going to involve us agreeing and not agreeing, but what I did not want is what happened last year. I did not want this group blindsided or having to make important decisions in two meetings. That's absolutely unfair. I think the reason why we asked staff to come tonight is to talk about what these mean and the impact that it can have on the district, kids, and what the cost would save us or not save us. I'd like to have the respective staff members who are listed here come up and talk about the reductions and the potential impact it will have in the area, the cost-savings or lack thereof, and then we'll have a conversation with that staff member. This is just an introductory piece, but I think we have to start somewhere. The truth of the matter is there is no time like the present. The earlier we do this, the better we stay in front of it and the better we have an opportunity to ensure that the blowback doesn't hurt our kids. The reality is that the budget is as tight as it possibly can be and there's no way around that, unless this Governor gets off his butt and fully funds our district the way he should. I think we all agree that's probably not going to happen.

Comm. Martinez: I just want to echo that. I'm so happy this is happening and we've had offline discussions about this topic. There's a fine line between causing alarm and concern. I know we spoke about that, but at the same time we have a responsibility to inform the public. So not only do we not feel blindsided by this, but for the community not to feel blindsided. There's a fine line. We're facing difficult fiscal realities and we

have to maneuver them. But at the same time, we owe it to everyone out there to be as transparent as we possibly can and say that we're aware of this, we're working on this, and we're going to share this information as it becomes available because this is real.

Comm. Irving: Very much so.

Comm. Hodges: How much is that fiscal reality?

Comm. Irving: All we have is just toss around numbers. If we're looking at what we had even last year, it's maybe between \$20 and \$40 million. Again, that's why I think the conversation with Daisy when she presents the budget is critical to be able to have those firm numbers. Then we know from that firm number what we need to take from here or not take from here as a possibility to be able to fill that gap.

Comm. Hodges: The fact of the matter is that there's wild speculation going on down in Trenton as to just what the Governor is going to do, including the fact that they may in fact go through with the Governor's plan and hold charter schools harmless. This means we may get \$3,500 per kid and they get \$1,800. I think that needs to be very clear to the community and our \$20 to \$40 million number is...

Comm. Irving: I think in all fairness, we have to be honest with ourselves and say if that happens this is a whole different conversation.

Comm. Hodges: A very different conversation.

Comm. Irving: I think what we have done in finance is base the conversation on last year and the trend we had from last year. The problem we had last year was that we made a lot of very short window decisions and I did not like that at all. I remember the conversations we had about moving schools and kids. These are serious conversations that should take place over the course of the next three months and that should have community input and conversations with stakeholders and parents. You can't do that when you only have three weeks.

Comm. Hodges: We're not going to have any choice because the Governor's numbers are going to be what they are when they're released. I'm going to wait and see what the conversation is.

Comm. Redmon: What was the total number of our shortfall for this year?

Comm. Irving: We don't know yet. Daisy is still doing the budget analysis and at the budget introduction we will have a better idea. I think we're going to have some conversation about that tomorrow in finance. I think when we get the actual budget presentation, that's when we'll have a number. They're still crunching it. Is this premature? Yes, but I still think it's necessary. What I'd like to do is ask each staff member to come up and talk a little bit about the budget strategy and how the savings could be actualized in that area. I think to be transparent and honest you also have to

ask what will that mean for the department and quality of service. I'm going to ask each staff member to come up and tackle the areas that they have. Daisy, if it's okay with you, I'd like to have Lisa come first, and then we'll have Cheryl Coy second, and then Susie will come after that and then we'll go from there. Lisa, thanks so much for hanging out. There are two areas that have been identified by you - transportation, courtesy choice, PCTI, and transportation early routes.

Ms. Lisa Vainieri: I'll start with transportation early routes because that's easy. The early routes I have five different bids that went out for you to look at prices to see that early bidding does not necessarily affect our prices. We went out to bid five times. I have the charts here of all five bids and you can see that they're all similar in price, starting from May and June, which is early. We've met with all of our vendors the last two to three days and asked them when is it considered early and what they thought their best prices come in at. Every one of them said late July is a really good time because so many changes happen from the time you do the bid. It just becomes more work. They all said that July was good and that June was early. We did go out to bid in June last year, which was considered early. I have all the prices and we asked them if they thought the prices would be going up this year or what they thought about the shortage of drivers. They all gave us feedback and it was all the same. There was a shortage of drivers. There still is. In 2017 they're supposed to make the test easier for drivers in order to get new drivers.

Comm. Irving: CDL Class A or B?

Ms. Vainieri: I don't know if it's Class A or B, but they have to take a test and they have to get all three endorsements and the CDL. The CDL covers it all, but they get the two endorsements on there. The price has gone up. It was \$25 to take the test and now it's \$125. The driver pays for that, not the company and not us. They said that won't affect their prices. It just affects the competition between the drivers because then they're demanding higher prices. The companies seem to say that they have a quota. They plug in the numbers and this is what they need to make in order to make a profit and so the numbers seem to be consistent. We asked them in previous years if it's been consistent and they seem to say last year and this year will have been similar and they anticipate next year being around the same. In doing my research I personally don't see any earlier going out to bid. I can still say that we can try to go out the last week of June like we did last year. We did have a lot of changes over the summer, but that relies on all the information being given to us in a timely manner and accurately. Some things change. Programs change. IEPs change. New students come. Students leave. For that, I can't estimate a dollar number that would be saved. I don't know, but I will give you these...

Comm. Irving: Can you talk about the other item you have too?

Ms. Vainieri: Yes. That's for that. The other item is the courtesy busing. I anticipated \$1 million for that. Do you just have the cover sheet? I can give you numbers. I made a list of all the courtesy routes that we have.

Comm. Irving: Lisa, I don't think we have that. Let's go over it and share that with us.

Ms. Vainieri: I made a list of all the routes that we have. Right now we have 67 buses that are considered courtesy. If we reduced courtesy busing we would be down to 41 buses. That is because if we have a school like Fine & Performing Arts, for example, right now there are 13 students riding that bus. Out of that 13, 9 qualify and 4 do not. We still need that bus, so there's no savings. We still have to transport people who live above two miles for elementary. There are some schools that may have one bus now, but they're still going to need that bus. It would be just like removing 9 kids, but we have the space on the bus. Why remove the 9 kids for that? Then they may not be able to go to that program. We have dual language, which is in the same boat, and Gifted & Talented, Norman S. Weir, and Alexander Hamilton Academy. We did cut down on busing this year. Last year there were a lot more buses going to these schools. We've cut it at least in half based on the 1.5 miles. Remember, last year almost everybody was getting it. We did reduce it to some degree, but then we have School 8 and School 21 magnet programs. We got buses there. Great Falls Academy and Newcomer's School moved out. We had buses for Great Falls Academy since they moved out of town and people qualified there. PCTI is another one that receives courtesy busing due to a route being hazardous. That's a lot of students that we transport to PCTI. We have 44 routes that go to PCTI. That's almost \$1 million.

Comm. Irving: 44 routes that are considered courtesy routes?

Ms. Vainieri: Yes. 44 buses and they consist of every student that gets transported.

Comm. Cleaves: Is that 44 included in the 67? Is that additional?

Ms. Vainieri: That's included in the 67.

Comm. Hodges: We're required to transport them, are we not?

Ms. Vainieri: Not for the ones that are under 2.5.

Comm. Irving: Let me be honest. This is how this conversation came about. We were sitting in committee talking about the fact that we've reduced routes for our kids in town who go to the Paterson Public Schools, but we continue to provide courtesy busing for kids who go to Tech. I just don't think that's fair. I'll be very frank with you. I don't think that's even equitable that we would eliminate the ability for our children to have courtesy routes, yet we still hold firm for kids who go to Passaic County Tech. That's a line in the sand it's important to draw. Lisa, I'll defer to you and your expertise on the transporting for early routes. Is the \$1.2 million a total elimination of the routes? Or are you saying that if we can consolidate the routes in a way to reduce them further this is what we could save?

Ms. Vainieri: That would mean getting rid of all of what I just said, all of our courtesy routes. In other words, if Fine & Performing Arts has one and they need it, there's no savings there.

Comm. Irving: I guess what I'm asking you to do is to be a little more creative and say how can we take the routes that we have and reduce them in a way that still allows us to transport the kids we have or shift the routes in some particular way. I think the courtesy piece for Tech is a courtesy that we extend. That's the bulk of the routes you just named.

Ms. Vainieri: We have 44 routes currently there, but they're not all courtesy routes. We transport 1,600 kids. 490 of them are courtesy students. It's about 10 buses. We would eliminate from 44 to 34.

Comm. Irving: There has to be a way to strategically reduce the courtesy routes. We are not mandated to do that. I'm looking at this number and I thought this was from some finagling on your part. There's got to be a way to try to reduce this in some way if we still want to provide that level of service in some capacity. What you're alluding to is the fact that you really can't get rid of it. If that's the case, I wish you had put zero and not \$1.2 million.

Ms. Vainieri: I did. In here you would see zero. I did it by school. It says current number of buses and current number that would be needed. There are some that you see that I can't get rid of and then I just did the total amount.

Comm. Irving: I think we need to know the ones that you could get rid of. This is why it's important for us to do this exercise now. You have a great point. There are some routes that you can't remove, but there are some that you could. If we did, what would that save us at the end of the day?

Ms. Vainieri: For example, dual language I would have to keep.

Comm. Irving: We don't have to do that now. I think you need to go back, work on that, and bring that back to us, especially in finance.

Comm. Rivera: We all know what went on last year when the transportation was in the hands of Essex County. The people that were in finance were talking about the same subject often regarding how the route prices went up because the bids went out late. I understand that you met with these vendors, but I have met with some of them in the past also and some of them told me that when Essex County had this transportation operation they went out so late that they didn't even have enough companies running the routes. They were begging some of these vendors to do their routes at a very high price, almost double sometimes because they went out too late. I think Cheryl was in those meetings and we spent a whole year talking about the same issue and we have data to support it. I understand you met and I appreciate your initiative to meet with the vendors. They are going to tell you what they want to say, but the numbers speak for

themselves. The transportation budget jumped like \$5 or \$6 million that year. I also spoke to some other vendors and they also complained about the age requirement of vehicles being more stringent than the state requires. That's another issue that could drive the price. With anything, you want to go to bid early. If a company has 100 buses they usually bid to different districts and they already allocated 80 buses to serve other districts. Now your bid comes in late, they're going to bid high because they probably already covered their cost and everything else. They don't really care if they get the business from Paterson because they already have all their buses out there. This is what they're explaining to me. That's how they operate. When they bid early they want to make sure that they get the business they're going to get. This is what they're going to tell you. I'm basing it on the facts that we discussed in the finance department many times. The prices definitely went up. That's why I don't understand why we're saying that going out early will not affect the prices. It just doesn't make any sense.

Ms. Vainieri: I can get you the numbers from Essex as well. I did compare them. I'll show you side-by-side.

Comm. Rivera: I have one more thing about what Chris was saying. This is the first year you did this, and you're doing a great job, but I'm sure we can improve the logistics to save money. You went to our committee meeting and we spoke about this. Maybe we need to look at those routes. I remember this year when you guys were putting together the routes you still didn't have the software early in the year. I'm not saying you guys rushed through it, but if you had more time to plan these routes I'm sure maybe you would have had less routes. I'm saying maybe because I'm not sitting there. You would have done a better job planning these routes if you had more time and you acknowledged this last time we spoke. This is your first year of doing it and I'm sure your second year you'll do a better job and maybe you can produce some cost savings. Let's try to go out early. That was the point I was trying to make. Let's try to put these bids out early.

Comm. Irving: I don't think anybody is negating that. I just think we should be more strategic on what those courtesy routes look like and trying to have a figure. A dollar amount would be really helpful.

Comm. Martinez: You mentioned something earlier that I found to be very true and I think worth repeating. Inevitably as we get closer to the start of the school year there will be some adjustments that need to be made and that will affect the routes and the bids that are going out, but I think that should be the exception not the rule. The rule should be we go out early and get those established routes that we know we're going to need. Get those secured and taken care of and then we adjust to those last minute changes that are inevitably going to come. To Commissioner Rivera's point, we want to go out early and secure those routes that we know we're definitely going to need and adjust to the unforeseeable that will inevitably come our way.

Ms. Vainieri: Sure.

Comm. Mimms: I would like to see the transportation contracts, if you can provide them to me. I know we just did a bid and we had a couple of companies now that are doing the transportation. I just want to see them because the numbers are really high.

Ms. Vainieri: We just gave them. Somebody just requested them. It's a lot of paper. Would you like me to do it again? I know we just gave them to the Board this week.

Comm. Mimms: You can send it to me through a zip file if it's easier that way.

Ms. Vainieri: It's massive. Do you want the contracts just from our December bid? It's very small.

Comm. Mimms: No, I want all of them. I don't know if the zip file is easier to see it that way. I would like to see that because I know we had some concerns with Essex since we took on some new contracts so I want to see what those look like. Also I would like to see the data that you're reading from.

Ms. Vainieri: I can give it to you.

Comm. Mimms: Is there a report card in the criteria to tell us what their rating has been? Or do we do bids just based on price?

Ms. Vainieri: The lowest bidder. There see bid specs that define that you have to meet your insurance and things like that.

Comm. Mimms: I'm asking the question because when we do the bidding we can't do it just on pricing.

Comm. Irving: By law you have to. There's no way around that.

Ms. Vainieri: Unless we eliminate a bidder based on poor performance.

Comm. Mimms: We want to see the performance because we don't want to just get a transportation company because they're lower but they had a lot of accidents. Then we put our children at risk. When do we add that? I don't know if we do a policy for that to add it in. We need to check that as well. It's not just about the price. We need to check on performance, such as accidents, lawsuits, and liens. All those concerns are critical to our children with routing, transportation, pick up, and drop-off. That's just a consideration that we need to look at when it comes to the bid process.

Comm. Redmon: With the age of the buses, what is the state requirement? Or does the district have a different requirement?

Ms. Vainieri: Ours is 10 and the state's is 12 for some and 15 for the other. We have problems with a lot of older buses. They break down a lot. They're not reliable. They

don't have the proper cameras. We have problems with some of the older buses as well.

Comm. Redmon: That would be like a cost driven factor?

Ms. Vainieri: It would eliminate some bidders. Our last bid we had 18 vendors. It's not like we have a shortage of vendors. We do have a lot of vendors that come to our bids.

Comm. Capers: Thank you for providing that information. Comm. Mimms talked about performance. How do we find out about performance on these different vendors if they're showing up late to the different stops and to pick up different teams?

Ms. Vainieri: They have to pass certain tests and things like that. They have to get their insurance. They have their own part that they have to do for code. However, for our purposes when they bid and start a route, if they're late we get notified. We fine them and we keep track. We have files on every vendor as far as what their problems were throughout the year. We would keep a file and if we wanted to eliminate them from bidding based on poor performance we would bring it to the County Superintendent who would decide based on our evidence if we can eliminate them from bidding.

Comm. Capers: When I was looking at it, the numbers are high. How do we go about giving out the different bids to the different contractors? With some of these different vendors a lot of them are families. One is brothers that have the same last name. Is that a conflict?

Ms. Vainieri: No. They have different companies. They have different vehicles and they use their names on the vehicles. I can't eliminate if you're related to another company. There are a lot of families. There are companies that have brothers. I know who you're talking about. I don't know how I can eliminate them.

Comm. Irving: There's nothing you can do.

Comm. Rivera: You said it yourself. Asking for newer vehicles would prevent some bidders from bidding. You never want to put obstacles for any company to bid. The more, the better. If you have 18, maybe the 19th and 20th would have been the ones that would have given you the best price. Again, we're not in the business of determining if a vehicle from 2008 would be better than one from 2006. It doesn't always work that way. From my understanding, they still have to go through an inspection process with the state. I would do the bids with the minimum requirement. That's just me. You just said it. You don't want to put anything in place that would prevent some of these vendors from bidding. I spoke to some bus companies and they have an issue with that. When they entered into the business they bought a lot of vehicles based on the state requirements. Now you have a district that has higher requirements. Some of those vehicles they cannot use with us, so they're not going to

bid. I'm talking about big companies I have spoken with. Let's just keep it to the minimum requirement by the state. That's just my opinion.

Comm. Irving: I think that's something we need to talk about in finance as we prepare the bids for the next fiscal year. Thank you, Lisa. I'd love to get an update.

Ms. Vainieri: Do you want me to give you that?

Comm. Irving: Not now. Prepare what the reduction will look like with the routes. I assume you're going to need some time to prepare that for the Board.

Ms. Vainieri: I have it.

Comm. Irving: What I'm looking for are the routes that can be consolidated and what that will cost us.

Ms. Cheryl Coy: Good evening. The Department of Special Services is currently looking into bringing out-of-district students back in-district. Right now we're looking at our autistic and our emotional behavior disorder populations. These are students who either we didn't have enough space to house them in-district, or we're in a position now where we've developed a stronger program to bring them back in-district. For us, we're not looking at just cost-savings. These are our students. They should be in their hometown in a community where they're going to school with their peers and are able to thrive based on the supports that we can now put in place for them for their programs. We have out-of-district programs that are charging us minimum \$50,000 up to \$85,000 or \$90,000 per student for supports that we can do in-district. We're working on a plan now. I've consulted with one of the schools that are currently closing. YCS is closing effective immediately in February and they have about 7 or 8 of our students who are going to have to be brought back in-district. They had to close their doors due to funding. Speaking with them, their BD program is no different than our program at MLK with a few things here and there. If they can do it in Hackensack, there's no reason we can't do it here in Paterson. That's our goal, to bring our students back in and start meeting with parents to make them aware of what the changes are that we're looking to do so that they can buy into it as well. The key component in this is for a parent to understand we can offer what YCS, Benway, or whatever other private school can offer here in Paterson if you give us the opportunity to do it. We want to be able to build a community for those students right here in Paterson and stop sending them sometimes an hour and a half away for education when we can put it right here in our own schools.

Comm. Irving: Can I get Cheryl to go through all three?

Ms. Coy: The online speech therapy is more for our middle school through high school students. It's an actual virtual speech class. They would actually be logged in with headsets on, a camera, in front of a computer, and working with a teacher live. The benefit of this is not about people losing jobs. We're not talking about cutting staff. We're just not replacing therapists that are leaving. It would allow a student to have

unlimited speech time. If we have a student who needs two sessions a week and we realize that this child can benefit from five, they can do two sessions a week in school and at home they would have the opportunity to sit down in front of a parent who can observe and learn what these speech sessions are like. That opportunity is available to them 24 hours a day 7 days a week. The rate for it is pretty reasonable and it gives us an opportunity to constantly monitor every step of what's going on through their speech session. From the time they log in their session is recorded. The person is live. There are live reports that are done. There are assessments and evaluations that can be done without having to schedule and wait. They can be done around the clock, if needed, to reassess the abilities of the student.

Comm. Cleaves: With the online speech therapy, does that mean that the home has to have a computer in it?

Ms. Coy: The home would have to have a computer if it's something that's going to be done at home. This is going to occur during the day. If we find a student that needs to continue at home, we would actually have to supply it. We would supply them with a laptop, camera, and headphones to use for the speech services at home. It's not every child. We're talking about students who are in our autistic population, the ones who struggle more with their speech.

Comm. Cleaves: For the behavior disorder students, have you thought of a plan B in case you have a multitude of parent pushback on what you would like to accomplish?

Ms. Coy: We're interested in presenting a sample of it this summer. That would give our parents the opportunity to come onsite, see the ESY program in effect, see what it's going to offer, and say we're going to continue with this model through September. We want to be able to get those parents in now, start meeting with them, discussing and addressing their concerns, find out what their worries are, what they think is not going to happen, what they want to see when they come back to Paterson. We want to develop a mold that's going to make these parents feel confident that this can happen. A lot of our parental concerns are they have a child who's autistic, we don't have the space in Paterson, and their child has to get on a bus and go from here to Paramus. God forbid something happens and that child is a non-communicating child. As a parent they're terrified from the minute that child gets on that bus and hits the destination. Or if something happens to the child at school and they get sick, the parent nine times out of ten can't go pick them up. Then we have to go back and schedule transportation for somebody to go and pick the child up. So we do have quite a few parents who are concerned about their children being placed on a bus and going to another city, even if it is like Clifton. They would prefer for their child to be here. We're at a point now where we're running out of the space. In order to bring some comfort to everybody, I want to work with the parents as much as possible to assure them whatever is being offered in these other districts, we can facilitate that here in Paterson. We have a proven track record with our autistic population at MLK, School 6, and at School 2. Those programs are running extremely well. The BE program at MLK is running extremely well. The one at School 20 we just need to let parents know that it can now facilitate throughout

the district. We don't just have to have a one-stop shop and a few schools here and there.

Comm. Martinez: Do you feel that we have the capacity to consolidate and offer these services and provide an effective product for our students and families in-district?

Ms. Coy: We looked at the funding that we would save if we brought our students back. We would be able to build a stronger program, not just in those two schools that we would fill, but in the other programs. We would be able to add an additional behaviorist. We would even be able to add a psychiatrist onsite. It would be a support for us to bring them back because we would get full programs in these two locations and beef up the other programs in the other locations. So there would be continuity. It wouldn't be these two are just going to get this service. It has to be continuity across the board.

Comm. Martinez: The second part of the question is not necessarily directed at you. It's more of a rhetorical question. If we've had the capacity all along to consolidate and bring these services here, why haven't we done this before?

Ms. Coy: The space? We didn't have the space. There are some other changes that are going on with buildings and those spaces weren't available. Now in those particular buildings when the changes are made then we'll be able to fill those two buildings.

Comm. Irving: Let me interject and say leadership in the department was a huge concern. I think it was very easy for those in past leadership to defer kids to other placements. As opposed to us looking at the district and saying these are our kids and we have to take care of them. Just send them out of the district. That's the easy thing to do.

Comm. Martinez: I pose that question, not as an indictment. It's a rhetorical question. It seems like it's a bit reactive that we've gotten to this point where we have now to save money that we're looking at this as an option. As opposed to in years past saying let's be proactive and look at this as a way to save money and consolidate and it would be a benefit to the district. Again, if it's the case that the money we're saving by outsourcing is then going to be reallocated or directed to beef up the facilities and services, then I get that and it makes sense.

Ms. Coy: I wouldn't say that the district is looking at just a cost factor because I don't want to put alarm in parents and think we're now trying to save money bringing the kids back. The spacing was not there. You have parents who feel that out-of-district is the place to be. Then we had broken the mold to let the parents know out-of-district is the most restrictive environment. The continuum of services has been broken. We don't go from in-class support to resource to self-contained to different levels. We just jump from A to Z not filling in the blanks in between. More parents are seeing now. I tell them to go observe the out-of-district schools. Go see what's going on and really see what the rate of return is on your child when you go there. How much growth are you truly seeing? For some of these students the goal is you go in for a short period of time, you

show growth, and you come back. We have students that go and we can't bring them back because the behavior has reversed. Parents are starting to see that it's not benefitting anymore. We have had some parents come back and say they want their child back in-district. I think it goes to show what we're doing with the programs now. We're working harder to prove to ourselves that we can equate and we're kind of above what some of these out-of-district programs are offering. I don't want parents to think that it's a cost saving and we're rushing to save a buck at the expense of their child. That's not the tone I want them to have. I want them to know that we're trying to save as a whole and that we can offer the same thing that out-of-district offers and your child still gets to thrive in their community, as opposed to being an hour or 45 minutes away from home.

Comm. Mimms: I have a couple of concerns. We have had many Board meetings where parents have come to the microphone where the IEP is not updated and they're not offering services for whatever their issues are. It sounds like it's an amazing thought process here. But do we have what we have in-district updated? Is everything in place? Are all the records where they need to be before we bring back additional stuff that needs to be done for more kids when we have all these concerns? Have we filled all those gaps to make sure the IEPs and 504 plans are in place? If that's not happening now and then we bring the other kids back in that were outsourced, we're going to have a mantra of issues on top of what we already have. I'm not sure how close we are to filling the gaps that we have because I know there are probably still some gaps because there was a lot before you took over as the leader. I just want to ensure that we fill those gaps first before we do that. The second point is the interactive speech. I was going to ask the same question Comm. Martinez asked about having the laptop and all the equipment that's needed. Now we have to provide it. The different concern is when it's home, will it require internet. It's not just the computer. The parents will need internet access. Do the parents know how to operate? Will someone be there? Will there be a 24-hour customer support system in place so when they're home or whatever they have this additional resource that's available? I know it's a work in progress, but just some other things to add to the process.

Ms. Coy: With regards to filling in the gaps, right now I want to say the majority of our gaps are filled. We do have some child study team positions that due to retirements and resignations still need to be filled via the contractors. But as far as bringing the out-of-district programs back in, before that program even comes back in, those positions have to be in place. It wouldn't be bringing them into something where they're now trying to be thrown into the midst of everything. No. Those positions would already have to be created, in place, and we have to show the parents that the same program you left that's giving the therapeutic, psychiatric, the OT, the PT, and speech is the same thing you're going to continue to receive here in Paterson. I know you mentioned parents coming to the microphone. Those issues have been addressed and they have been resolved thus far. We definitely take it as a priority to make sure that the parents are confident what they're going to get there they're going to get here and everybody that's already here is going to get what they're supposed to get as well.

Comm. Mimms: Also, will they provide a list of everything that's being provided at those facilities?

Ms. Coy: We have record of that. We have a record of every student whether they're in-district or out-of-district and what services they're getting. I can extract the data any time to know the intervals of service for speech, OT, PT, nursing services, and so forth. Within the online speech, if the option is for the child to do it at home, there will also be remedial. Their main speech services will be during the school day. If we feel that the child could use additional support at home, and this is from fifth grade to high school, the child would be trained, the parent can be trained, and it would be something for them to do remedial in their spare time at home and on the weekend. So it wouldn't be that we're sending this home as their mandatory speech that they're required to get. No. That would be done between the 8:10 to 3:00 day. Anything after school would be for remedial services and additional supports.

Comm. Hodges: I'm very interested in this. I view any kind of encroachment of the internet on medicine with great suspicion and parochial interest. How long has this been around?

Ms. Coy: ASHA is the leading organization for speech therapists. They're the ones that train the therapists and give them their 3C's and the New Jersey license. They've approved the online therapy service. I actually spoke to them before even proceeding with bringing this in-district for recommendation.

Comm. Hodges: That's not my question, whether it was approved by somebody. That happens a lot of times and it has to be reversed. My question again is, what kinds of studies have shown the effectiveness of this approach?

Ms. Coy: There are several studies. I didn't pull them all, but we received reports from ASHA and some other districts and some independent services that have used them to see what levels of growth the child has shown. For the majority of children, especially some of the cognitively impaired, because they had that intimate connection of being closed out with the headphones, focused on the camera, talking one-on-one without the distractions of outside noises when they're in a group setting, they found that the students were able to capture more and retain more through the speech that they were learning. As opposed to when they were working in groups settings where there were multiple students and there was a lot of communication and noises going on.

Comm. Hodges: I would have thought that there would be a subset that would benefit. How many students are we talking about?

Ms. Coy: Roughly 300 students.

Comm. Hodges: What facilities are we going to have?

Ms. Coy: We're assessing the schools that would be able to house the technology. We're looking at schools that have the computers and cameras. There's going to be a full assessment first to see what is needed in order for the program to even be considered. We would like to pilot a small population to see if we started in March, by June what level of growth are we showing and is it valid for us to continue with the process. The department is not looking to just roll it out and take over. We want to pilot a school, have those speech services done, and monitor the growth for at least three months to see how much growth is shown effective with the program.

Comm. Hodges: I guess the concern I have was mentioned as I walked back in. The savings would be devoted to enhancing the physical plant and other things.

Ms. Coy: For the online speech?

Comm. Hodges: That's what you were talking about when I came back, the monies that would result from bringing them back in would go to enhancing the physical plants. Again, I'm threatened by anything like this. You would achieve \$1.5 million from not sending them out to these other places. Would we have to hire staff?

Ms. Coy: We would have to hire staff for the program?

Comm. Hodges: Is that included into the savings?

Ms. Coy: Yes. Again, we have some students that we pay almost \$90,000 for them to go to out-of-district BD programs. That's because if the school doesn't show enough financial growth year after year, the state says their minimum is \$50,000 but they have a right each year to increase their cost to recoup what they didn't make the year before. We just found that out last week. Those districts that charge the \$80,000 and \$90,000 that's basically what they have chosen to charge us, not what the state requires.

Comm. Hodges: I'm interested in how long it's been a practice and what some of the data is in terms of success rate.

Ms. Coy: I'm researching that now because that was literally just brought to my attention last week, which means for some of the contracts we have just finalized we want to see if we can go back and negotiate them. We didn't know we had that option.

Comm. Hodges: It can be a boon, particularly for certain category of students who as you said get easily distracted. The issue about the internet could be circumvented if you bought a computer that had...

Ms. Coy: Wi-fi. I didn't get a chance to respond. We have either the Miffy or some of the other laptops that already have wi-fi or even I-pads that have wi-fi.

Comm. Hodges: Again, I don't endorse this in terms of medicine or that kind of practice. There are limited applications for this kind of technology. Thank you.

Comm. Irving: Cheryl, thank you very much. It was actually a very good conversation. Susie, you have Item No. 4 and Item No. 7.

Ms. Peron: Item No. 4, the closing of School 11 Newcomer's Program, this was a cost savings that was calculated last year when there was talk about closing this school. I worked with Daisy to rehash that paperwork and not much has changed. In September we begin with a low enrollment of approximately 200 students. Right now in January we are at 261 students. We have a grade level span of 4-8 with two sections in fourth and fifth and three sections in 6-8. We have a total of four buses. That is taking into account the money for the routes and we have approximately 14 classroom teachers, a physical education teacher, an art teacher, a guidance counselor, a principal, and then the auxiliary staff. In order to do this, this could be a cost savings. However, the pros are that we move the students into an upgraded facility that would possibly have a gymnasium, a cafeteria, and a playground. We could consolidate some positions such as the principal, the secretary, the child study team, and custodian. Technology could be moved into another facility. Then we can have the cost savings on the money that we pay for Alexander Heritage where the students go for physical education classes. The cons would be the enrollment of Newcomers is increasing and it continues to increase throughout these months all the way up to June. We would have to walk every existing school in the district to see where the capacity to enroll these kids is. Busing costs could remain the same or decrease depending on the new locations. There's a cost for moving. We would have to move the furniture and the technology. Then there's the relocation of the tenured principal and the staff. To achieve this initiative we would definitely have to do some classroom configuration throughout the district. We would have to look at enrollment. We would have to look at how we could reconfigure classrooms and then relocate staff. That's really the cost benefit. You'll see the amount there with the added figure of \$25,000 to that \$1 million savings.

Comm. Irving: The second item was No. 7.

Ms. Peron: The second one was a conversation that we discussed many years ago way back when we were first moving into this building. The state had offered the school district to possibly have a cost savings for this building if we were to include a preschool center in this building. I did my best to put together a description for you. We could contribute to the lease of this building if we had a program like that. We explored looking at the preschool center as twofold, one for Paterson residents only and then perhaps taking care of childcare for district staff or people that work in the city and we can charge them tuition to come to preschool. That's two options. We would need to build six preschool classrooms. We would need to have an outdoor playground. We would need to have a multiple purpose room, a warming kitchen, and definitely bathrooms that would meet the facility guidelines of early childhood. They are very specific. I do have that information as well. We could consolidate some of our community providers or other classrooms in-district for preschool. We could charge tuition for two external classes. Or we could keep all six for our Paterson residents. The cost of renovation of 90 Delaware is unknown. We would need to hire an architect

and an engineer and that would cost. The cost of the renovation for the parking lot we would need to look at. The space for early childhood is really non-negotiable when it comes to the state. It's 950 square feet per classroom with specific requirements. We would need to ask the state for permission and the SDA would have to come in and approve this project. Then the cost savings that I added on that sheet is just an approximation. We tried to take a look at the six or seven classroom preschool centers that we currently collaborate with. We took their space cost, averaged all of them, and got to this figure. Because rent is based on space, that's how we figured it out for their budgets.

Comm. Irving: There really is no true savings that would come from this.

Ms. Peron: Not necessarily.

Comm. Irving: Thank you for doing the due diligence on both ends.

Comm. Hodges: I'll start with Item No. 7 first. Hasn't the state already said they would disallow us the opportunity to do that?

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

Comm. Hodges: The original plan was to put a school here and then have the state buy the building. Then we'd own this building as opposed to spending money for leases. That's why I was wondering if something had changed. I didn't think it had. We'll just move on from there. Going back to No. 4, you're telling us that you're seeing an increase in the number of newcomers coming into the district.

Ms. Peron: Absolutely.

Comm. Hodges: What I'm worried about is the loss of any real estate. This is taxpayers' money and once we get back to local control the Superintendent won't be deciding whether or not we sue the state for what's appropriate funding, we will. There is a law that's already in place. It changes everything in terms of the dynamics of what you can do. We are being illegally underfunded and the state is aware of that. You must view that in its total context. By the same token, because the legislators in their wisdom got rid of the estate tax there's going to be a \$500 million hold in addition in the state's budget. So looking for potential financial relief is going to be very problematic. Senator Sweeney seems to feel that there's some money coming there, but it may at least stem the tide. He may in fact get some of that money out of the millionaire's tax that ensues. However, we may have no choice but to sue. Given the freedom and the ability to do that, it may call all of this into question. I'm very reluctant because if you're having problems with teachers now I don't see how you disperse packets of students throughout the district and decentralize this kind of process. That to me is more of a problem and will cost you more money in the long run than perhaps has been calculated here. That's a concern and issue that I have. Those are two things I wanted to put on

the table. In fact, if the district gets back local control that might be one of the first things you might want to pursue with the Education Law Center.

Comm. Rivera: Not to prolong this, but is that inclusive of building maintenance, security, and facilities?

Ms. Peron: Yes because that was factored into last year's figures. It could be a little more.

Comm. Irving: Can I make a recommendation?

Comm. Capers: On No. 4, what's the total budget projected if we had to move to a new school?

Ms. Peron: I didn't figure that out. Moving furniture and technology? I didn't figure that out.

Comm. Capers: I just want to understand the process here. When you say savings, where does that money go back into?

Ms. Peron: It would have to follow the students. We get an allocation per student and it follows the staffing. A lot of that money goes into salaries. It would follow that. We would have to pay for moving, technology, and the time spent on doing those things.

Comm. Capers: So this savings will include the moving?

Ms. Peron: I didn't deduct the moving costs from this \$1 million.

Ms. Daisy Ayala: That's just the cost savings if we close the school. We have not incorporated any expenditure associated with that move. If there's any money left over, that's going to help to close the gap.

Comm. Capers: Which gap is that?

Ms. Ayala: The gap for next year's budget.

Comm. Capers: Okay.

Comm. Irving: I think it would be really helpful for us to understand over the next two or three weeks a projected walk-through. Where could we put the kids if we went with this projection? I need to hear exactly where they would be, how they would fit, and what that looks like. Having the numbers is good, but the numbers also have to tell us exactly what happens to that population and what the impact of the services would be.

Comm. Mimms: I talked about attendance earlier. I would like to see the attendance for this school. What's the attendance rate of the teachers? Are they there every day? Is

there a high attendance rate? If they're not there and we're shifting kids from there to a new location, even though we have a cost savings, it may not even be that much. Once you talk about moving and equipment and you deduct it from this amount, it may not be that much. Once you add in the fact that teachers are not in the building, that really takes it to a place where there may not be a savings at all. I think we need to look at that as well. If the teachers are not in the building, whether it's where they are or where they move to, that's an issue as well. We need to look at that too. We have to look at attendance because the kids learn from the teachers.

Comm. Hodges: Are these one-year savings? Do they vary?

Ms. Peron: Yes, they vary.

Comm. Irving: We're actualizing the budget from here moving forward.

Comm. Hodges: That's my question. This doesn't mean I'm going to save this next year as well.

Comm. Irving: Some are and some aren't. That's a good question to ask.

Comm. Hodges: After speaking to the principal last year, I'm very concerned about decentralizing that process and what that would do to the services. I don't know. Just from what the principal said, he was even concerned about splitting up the kids into two different schools. He didn't want that. I just don't see how this would benefit the students overall. That was one of the considerations we had last year. The education is paramount. I'd love the \$1 million, which is nice, but I think it's important to get those kids processed through a system as quickly as possible as opposed to decentralizing those services, which may in fact hamper.

Ms. Peron: I just put together the information that was requested. I have not weighed in with my educational expertise.

Comm. Hodges: That's important. In all these things it's important to consider what's going to be the educational impact. Certainly we need the money, but we have to fight to make sure that we get the services that we need. We're not supposed to be struggling because of what the state's prepared to give us. It's supposed to be what we need. That's what the law says, at least in the case of our district. While this exercise certainly is useful, we have to remember we do have some leverage, which Dr. Evans can't apply, but which has been applied in the past with other superintendents, and successfully I might add.

Comm. Castillo: A lot of these teachers are qualified math or science teachers that are only teaching a specific grade, maybe three classrooms. We can consolidate them and now they can serve a purpose in another school where they're now filling a gap for other students as well. We even have math teachers in that school teaching science. They've changed what they teach in order to help the students out because of the

language. I think it would help teachers as well and lift their morale so now they're not math teachers teaching science or trying to figure out language arts. Now they can teach exactly what they're qualified for. For the students if we can find a place to fit them all in one area. Not only are they experiencing what it is to have to reside with other students that don't speak Spanish. That's a learning experience for them. Now they have to learn how to figure it out. It pushes them and gives them an extra impulse to learn the language. I think that's one of the biggest things when I spoke to Mr. Ortiz. The fourth graders are such a small amount. I think it's 24 in the fourth grade class. Fitting them all sounds like a big number, but they're small classrooms that you can put together. They just don't have the space.

Comm. Mimms: You're saying the population is roughly over 210 to 216 students. Is it the worst building in the district? We have many buildings that are over 100 years old that are in worse shape than this building. I'm just questioning because this is 200 students versus 24,000 other students that are in other buildings. Steve would have to speak to it, but there are other buildings that are not in as good a shape as well. I'm just concerned. Yes, this group of students is in this building and the building needs work. But there are many other buildings in this district that need work. We have to take the same due diligence when it comes to shifting students if it's because the building is not in that great of a shape. That's why I talked about, even when the program was introduced. We put them in the building. The building was not utilized and we put them there knowing that the building was where it was. Now we're looking to shift them. My concern is in facilities. What do the other buildings look like? Do we have a list of the buildings, what they look like, and how much work is needed? Then we're doing a disservice to the other 24,000 kids in the district and saying you take precedence over this newly created program that was just around for a couple of years. We still have other kids that are in buildings where there's mold, asbestos, and lead. We know the issue with lead a couple of years ago and so many concerns. For us to take this building as a precedent and this program with only 200 students, not to say they don't count because they do, but we have 24,000 other kids that count as well. I'm just trying to find out what is the credence to this program.

Dr. Evans: If my memory serves me correctly, the building that houses Urban Leadership is our oldest building and probably the one in the worst shape. A close second would be School 14. It's in equally bad shape.

Comm. Mimms: What's the population there?

Dr. Evans: Do you mean the size of the school? Urban Leadership is probably 170-180 kids. The assistant superintendents have the data.

Ms. Peron: No more than 200.

Dr. Evans: Then for School 14? 380. I would say those buildings are comparatively in worse condition.

Comm. Mimms: That's the point I'm making and they're almost a little bit higher. So why are they not on this list and presented prior to these buildings? Those are my concerns. I know these are just recommendations, but then if we're going to make them those schools need to be recommended as well. You have kids in those buildings that have been there way longer than this program was instituted. These are the things that we have to look at when it comes to strategies and shifting if there's space in our new buildings or whatever. We have to definitely always think about our children - our kids that have been suffering in other grade levels and teachers who have suffered through. Attendance may be higher in Urban Leadership because of the building. That's my concern. I'm not going against this program. I'm going against our movement of making this program a priority. It's a program over schools. These are schools that we're talking about, Urban Leadership and the other school you just mentioned. These are actual schools. Comm. Cleaves and I were in the building and these are actual schools with different grade levels. This is just a program. Not to belittle the program, but my concern is we have grade levels and test scores that are based on school performance, not predominantly a program. That's my concern. That was my conversation last year when it was presented and I'm going to stick to that. When it comes to our children, they are the priority. It's not just one group of kids. It's all of our children. We should be fighting for all the buildings. We know we don't have the money to fix them, but we should say Urban Leadership is the oldest building and that should be on the list before the Newcomer's program. Put that up here first and say what can we do for those students in that school versus a program. Those are some of the things that we need to look at versus saying a program is a priority.

Ms. Peron: If I'm given that task, I will do that too.

Comm. Mimms: I'm giving it to your boss.

Comm. Rivera: I just want to bring a point of clarification. When this was brought up in the past, this was something that was done five or six years ago because a new school was being built. This is not the situation this time around. This has nothing to do with the building. We're just looking at cost saving measures. You correct me if I'm wrong, Dr. Evans. This was a problem. Part of the deficit we had this year is because we built a budget taking into account a lot of these budget savings and we never followed through. Remember, a budget is a plan that we have to follow through. The Superintendent put together a budget based on things that were presented to the Board that were planned for many years and then for whatever reason, which is not important at this time, the school was never closed along with other things that didn't happen either. Now there are other schools that are in dire need. I agree with you 100%. Now that we've built two new schools, let's see which schools are at capacity. Let's see how we can shift, if possible, if it doesn't affect our students. You have another program that we're planning to move. If you have another school, this has nothing to do with that building being in the worst shape possible. This is about cost savings. If we build three new schools, you're still going to have a position here about closing schools because according to some members here you don't want to send a message to the state. Sometimes you have to have a cost effective operation. We built new schools. If you

analyze the numbers, which I haven't and I'm just making an assumption, and you find a place where these people can fit, you don't have to be in a new school. It can be in a really old school. It doesn't make sense to keep a school open. There are fixed costs we have there. If we can close it and save \$1 million and the kids go to another space with other kids, you don't have to go to a new school. I just want to clarify that. It has nothing to do with moving a program because it's better than the other. The kids that are there have nothing to do with that. If you have other schools, then have the district look into it to see where they can move.

Dr. Evans: This is a Board discussion and it's a great discussion. So I purposefully have been quiet because I think a lot of good ideas are circulating. Just in response to what Comm. Rivera just indicated, one of the major things that need to be a part of this conversation is the fact that the district currently does not own enough facilities to house all its students.

Comm. Hodges: That's exactly right.

Dr. Evans: Keep that in mind. Again, this is a great discussion. But keep in mind we're leasing a facility for HARP. I can go down the list. You know the buildings. Just keep that in mind as we think about these options that are all good options and worthy of consideration.

Comm. Hodges: Mr. President, I got a call about School 20 yesterday. Apparently they had an alarm go off and the report was that there was a fire. I ran over there and fortunately it was just an alarm. But I asked myself what would happen if there was a fire here. Where would you put those people? Where would those kids go? I was shaken up by that because what are you going to do? If we're also talking about bringing some of these other kids home, where are they going to go if we're closing facilities? The last point is you can't replace real estate. You simply can't replace real estate in this city. You just can't.

Comm. Castillo: I wish Dr. Evans was here. He just stepped out. I have a problem with wasting our time. We have a lot of schools that we don't own. I completely agree. Why in the world was it put in the budget last year that this school would be closed and now we have to go find this \$1 million because we didn't have it because the school was open? We put it on the list again because we still don't have this \$1 million. Now you're telling me that we don't have enough buildings. So what game are we playing? It wasn't in our budget last year. Our budget said that this school would be closed.

Comm. Hodges: We voted against that.

Comm. Mimms: We voted against that.

Comm. Irving: But when the budget was adopted it was in the budget.

Comm. Castillo: It was in the budget that this school would be closed. Administration had to find \$1 million to fund this school. We're in the same problem this year. It's not about the school now. It's about \$1 million that we still don't have. We actually went looking to cut other funds to get this \$1 million. What are we going to cut now to still keep this school open? We don't have the money to keep it open and it's not about the building, it's not about the students, it's not about anything. It's about the money that we don't have and we don't know where to find. Plain and simple!

Comm. Rivera: It doesn't make any sense to be talking about this. I almost left because I asked myself what is this doing here if we don't have the space. Before we even discuss this, we have to do an analysis of what's the capacity in every school. If it's not possible, then it shouldn't be here. You just wasted 20 or 30 minutes. It shouldn't even be in this list.

Comm. Castillo: We wasted five hours on a Saturday.

Comm. Hodges: I found it on the list.

Comm. Rivera: The only reason we spoke about this is because it got on the list.

Comm. Cleaves: Or you need to reverse it because if this building can house more than the 200 students move students out of one of the other rundown buildings.

Comm. Irving: To bring this conversation home, the concern I have is about adequate use of space. If the space can hold more than 200 then the space should hold more than 200. I will say if we're at capacity with the spaces it doesn't make sense to have a facility that only holds 200 kids. I think there has to be a give or take somewhere for us to say that if the capacity of a school is more than 200, are there other schools or programs that we can release a lease from and then move into there.

Comm. Castillo: They're at capacity now in that school.

Comm. Irving: The school can only fit 200 people?

Ms. Peron: Maybe a little bit more.

Comm. Rivera: Before we contemplate this whole thing, we have to do an analysis first. This doesn't make any sense. We just wasted half an hour here.

Comm. Martinez: Let's move on.

Mr. Steve Morlino: Good evening. I was asked to look at the selling of two buildings, 33-35 Church Street and Old School No. 5. The numbers you see here are the assessed value from 2007, which was the last assessment that was done in the district. We have put out on the street and have a vendor looking at appraising these two buildings. Once the appraisals are completed, you would have to develop a request for

proposal and go out on the street. One down side of this is this has been done in other districts and the state comes along and absconds with the money. You have to take that into consideration. That may be a possibility.

Comm. Rivera: Before we enter into this discussion again, I want a legal opinion. Remember when I started on this Board and I noticed that something was included in the budget for many times? The issue was that we never sold it, but even if we sold it, the state was going to take the money. So it wouldn't affect the budget at all. I want a legal opinion because we had a discussion. I think Dr. Hodges was on the finance committee at that time. Something was brought to our attention that maybe now we can keep the funds. Ms. Shafer, do you remember this discussion? Has the situation changed? Have they changed the law? We could keep the proceeds if we decide to sell those buildings?

Comm. Irving: I know we have real estate attorneys too. Someone just needs to thoroughly vet this and give the Board a definitive decision regarding the state policy to the selling of property, especially in state controlled districts. I thought Nellie was one of the sponsors of the law. I think it makes sense. Mr. Morlino, on these two properties in particular, who's conducting the appraisal for us?

Mr. Morlino: We hired two companies. Two different bidders bid on these appraisals. I don't know their names off the top of my head, but they're two local companies.

Comm. Irving: They're doing the appraisal for us?

Mr. Morlino: Yes, to establish fair market value in their current condition.

Comm. Irving: It makes sense. We're going by 2000 numbers.

Mr. Morlino: And the buildings have had deferred maintenance over the last 10 years.

Comm. Hodges: I certainly would like that ruling in writing. The last I heard, this year, they were taking the money back. If that has changed, then I'd certainly like to see paper that says that.

Comm. Irving: And the legislation to support it.

Mr. Murray: I'd be happy to have that researched and have an answer for the Board.

Comm. Irving: Thank you.

Comm. Redmon: The money that we have here that would be a cost savings of \$4 million, that was during the housing boom in 2007. When it gets to be appraised it wouldn't be that high.

Mr. Morlino: It wouldn't be that high for two reasons. The market has changed and the buildings are now 10 years older than that assessed value. There has been no maintenance done. The roofs leak. There are numerous infrastructure issues. That would all be taken into consideration.

Comm. Redmon: So right now what we're actually seeing in this budget of strategies that we're talking about is a total cost of \$8 million, which will probably not be there anyway.

Mr. Morlino: Most likely not. Remember, that's a one-time occurrence. That's not repetitive every year. Whatever the sale price is, that's it.

Comm. Redmon: Right. The figure for both of these buildings listed here could be anywhere from maybe \$3 to \$5 million that we possibly get. So it's not going to be a huge savings.

Comm. Rivera: You do have a point because I remember what we anticipated a few years back for Church Street was actually like \$3 million and we still couldn't sell it. I don't know how we ended up with \$4 million on this list.

Mr. Morlino: The \$4 million came from the 2007 assessment that was done, which was the last assessment done of district facilities.

Comm. Irving: Once the appraisal is done that number needs to go back and be updated. Do we have an idea for when the appraisal will be completed?

Mr. Morlino: There's a little glitch in the appraisal we're trying to work out with purchasing.

Comm. Irving: What's the glitch?

Mr. Morlino: Someone didn't show up for an appointment, so they want to charge us extra money. It's not in the contract. They can't be accommodated. They're trying to work out those glitches.

Comm. Rivera: It's important we expedite this. In order to anticipate any of this money in the budget we have to have a contract. We have to jump on this early. If not, it's not even worth discussing.

Comm. Irving: Steve, you have two more on here.

Mr. Morlino: Number 11, which are solar panels, we would have to develop a specification and go out. There are several ways to do solar panels. A PPA, which is a power purchase agreement, can be arranged and negotiated. We are looking at Public Service Electric and Gas. When I did this in a former district they have a program called Solar for All. We made special accommodations. We carved out a UEZ zone in my

former district and we placed those solar panels on 10 schools within the UEZ zone so we got preferential treatment and we were able to negotiate those kinds of things. Right now, the Solar for All program that the utility offers is under revamping. They're renegotiating it with the BPU and trying to put together a new program that may be either tailored along the scope of what the previous program was or enhanced. So we're not sure where that's at, but we can look at power purchase agreements. One of the issues with solar panels is the condition of the roof becomes paramount to the effectiveness of installing a system on top of a roof that is deteriorated. Then you have to remove it in a year or two and do roof work. It's not cost-effective.

Comm. Irving: How did you get \$150,000?

Mr. Morlino: It's based on the rental of the roof, not necessarily the generation of power. Depending on how you negotiate this particular installation you can do it with just the straight roof rental. You rent the roof for \$15,000 or \$20,000 a year to somebody to install a system and they derive the benefit. That's a straight out lease arrangement. Or you can do a power purchase agreement where you share both Srex and power generation. There are a number of ways to do it. It depends on how you put it together and what the market looks like at that time.

Comm. Redmon: I know what you're talking about. Other school districts have been looking into it. I know as of right now the West Milford School District is looking into. It takes extensive planning to go into it because you have to make sure that the buildings can hold the solar panels for one thing. If we're talking about our infrastructure being poor at this particular point, a lot of them will not be able to...

Mr. Morlino: The biggest concern I have is the condition of the roof.

Comm. Redmon: If our roofs are over 100 years old then it's pointless for us to even think about going with panels. If they're old and if they can't handle the weight of water, they're not going to handle the weight of the solar panels.

Mr. Morlino: It's not necessarily the weight. Most of the structures can handle the solar panel weight. It's the actual permeability of the roof, the weather tightness. That's the concern.

Comm. Redmon: I'm going to use West Milford as an example. Their school system is much smaller than ours and they were talking about their middle school and their high school. That high school is not designed to hold solar panels and there was an extensive study done. Do we have money to do this extensive study?

Mr. Morlino: With the power purchase agreement the vendor would do all of the study for you. They do all the estimates of it. They do all the engineering work. It's the same thing if you go with the public service electric and gas program. They do all the design and work for you.

Comm. Redmon: I know some of our schools might be listed as historical designated spots. There are certain criteria that you have to meet in order for you to even put solar panels on those buildings.

Mr. Morlino: That's correct.

Comm. Hodges: Didn't we have an energy audit?

Mr. Morlino: We have completed the local government energy audits. They are complete. That was funded by the State of New Jersey. We have those programs. We're now out on the street for ESIP proposals in order to take those to the next step and develop those energy audits into an actual energy savings improvement program.

Comm. Hodges: So we don't have a yearly number from that process that we can apply to the budget?

Mr. Morlino: No. The pre-bid was done this week. Once the bid comes in, you have to do the bid analysis and award the bid. You're not looking at this year for it.

Comm. Hodges: I thought last year we hired an energy company. Didn't we do that?

Mr. Morlino: We did hire an energy company. But again, we're in the process now of just putting this out on the street for bid.

Comm. Hodges: No part of that process involves solar panels?

Mr. Morlino: It potentially does involve some solar panels, but it hasn't been determined to what extent. We get to pick and choose some of these items depending on the proposals. We had to throw out the bid that came in and we're out on the street for rebid. That has pros and cons to it also because everyone saw what everyone's bid was and now they're going to rebid on basically the same specifications.

Comm. Hodges: Is the city still engaged in negotiations or research for solar panels?

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

Comm. Hodges: Between our facilities and the city's we can get a great deal. Plus you're generating electricity. That's a lot more money in your pocket. That's 50 buildings. You can save \$1,000 a month at least.

Mr. Morlino: Most of the power purchase agreements and those things are looking for a minimum of 500k generation capacity on a building. Not all of our buildings fit those criteria.

Comm. Hodges: But a substantial number do.

Mr. Morlino: We'd have to look at the roof and the configuration, the solar impact on the roof, the orientation of the building, and all those types of things.

Comm. Hodges: You can make some money there.

Comm. Irving: That's certainly something we should talk to City Council about.

Comm. Hodges: I would certainly like to find out about the energy audit. I don't know what's going on with that. I thought that was going to be part of this.

Mr. Morlino: Some of it is. Again, it depends at the end of the day what we choose out of the recommendations being made for that ESIP program.

Comm. Irving: Steve, number 15? I don't know if Daisy wants to join you for this conversation. You can take care of it, if not.

Mr. Morlino: Part of 15 was to bond for capital repairs. There's a whole list of things that need to be done from a capital perspective. One of the downsides to that is that if you bond for that and start doing it with your bond money it relieves the SDA of their obligation to do that work. They're not rushing here to do any of that work so there are pros and cons to this. We had recently last year put together a list of items. The SDA talked about a potential new emergent project listing. The last time they did this was about four or five years ago. They allocated \$100 million for the entire state. Just the Abbott districts would only get about \$3 million apiece to do that program. Not a whole lot was done and accomplished under that program. I don't have too much faith that the SDA is going to fund a lot of these things. There are pros and cons to that. That's a big chunk of money. We could literally spend \$200 to \$300 million in this district just bringing things up to a standard where everything starts to function. I heard talk earlier about hot and cold and frying eggs on the floor. We have very limited control systems in this district. We really have issues as far as the infrastructure is concerned and the HVAC systems. Again, I could easily spend \$300 million without batting an eyelash bringing some of those systems up to speed where they need to be. We're looking for some money there. We are currently leasing the facilities, warehouse, and nutritional services building at 200 Sheridan Avenue. We spend about \$400,000 a year on that lease. It's a triple net lease. We repair everything and anything that goes wrong with the building and there's quite a bit wrong with the building. There's a proposal to look at some property that may be available, purchase that property, renovate the property, and then move into it. You're talking about a three-year process in order to acquire the property, rehab it, go through all the permitting process, build it out, and then relocate to that property. That's a potential. The security camera aspect of this is a straight purchase of \$1 million worth of equipment for security to enhance the security in the district. There's probably an offset of that in some labor savings, but I'm not sure if that was calculated.

Comm. Hodges: Do we have the ability to bond?

Comm. Irving: Yes.

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

Comm. Hodges: That was my answer. They had not been interested in doing that for other things. In my conversations, they have not been interested in bonding. So I was sort of surprised when I saw that down here. If we were under local control then we could.

Comm. Irving: You still have to do a public referendum. That's the other piece.

Comm. Hodges: Given the sensitivities of the community, I think you'd have some problems there too because of the tax situation.

Comm. Irving: Which is why I recommended that if we wanted to see capital improvements done we can float the bond to fill the gap in the budget and still fix our schools. Now would be the time to do it.

Ms. Cicely Warren: Good evening, Commissioners. The proposal I was asked to explore was the relocation of Young Men's Leadership Academy from Smith Street to Prospect Park. There are pros and cons to that proposed move. There's currently one section of grades 3-6 at Young Men's Leadership Academy. The move would allow the program to move from a facility with six classrooms to a facility with eight classrooms. Right now, the Young Men's Leadership Academy is close to capacity. It will be able to exist in its current location for one more year going from third to seventh grade. But in order to remain in that building, there are some renovations that would need to take place. Getting an accurate scope of the renovations would require a study that would cost about \$10,000. That's about 10% of the cost of actually doing the renovations. The renovations that would need to be made include creating an instructional space in the, for lack of a better word, sanctuary that is there, a small group instruction area for our students who need additional supports outside of the general education setting. Air conditioning in various locations in the building is needed because those aren't quite up to speed, and the ability to have an auditorium in the space that is considered the sanctuary or the family room. As I said, the architectural study to determine the scope and make sure everything is up to code will be \$10,000 and the renovations would likely be \$100,000. That could be considered a pro for moving to Prospect Park. You would not incur that \$110,000 in costs for the study and the renovations. One of the drawbacks of the move is that Prospect Park would not necessarily provide a permanent location for the academy if it is to grow to the vision of the academy, which is two sections per grade level. It currently has one. In order for that to be a long-term location for the school, we would have to limit it to one section. One of the drawbacks of that is there wouldn't be an opportunity for teachers to collaborate with their grade level counterparts. It would limit our ability to departmentalize for each of the content areas. It would also limit the ability to design cohorts of students. Right now, everyone

is in one homeroom per grade level. In any other school, you have multiple sections per grade level. That gives you the ability to align services with the demographics of each class. It allows you to look at the interpersonal dynamics of the students and divide them up accordingly. That's one of the things that you would not be able to do at the Prospect Park location. Although you would be able to go from third to eighth grade because it has eight classrooms – it has an auditorium, a gathering area – you would not be able to have more than one section per grade level. Ultimately, moving would create a savings of around \$40,000 because the move would require transporting classroom materials, technology, packing up the old location, and relocating it to the new location. That was estimated to be around \$70,000.

Comm. Irving: The \$40,000 you have is minus the lease plus the move?

Ms. Warren: The \$40,000 savings would come from moving to Prospect Park. It would cost about \$70,000 to transport those materials that are currently at Smith Street, but you would save on having to do the repairs to Smith Street.

Comm. Irving: But you would also save on not using the facility because it's vacant. What's the cost savings for that?

Ms. Warren: Smith Street is our building.

Comm. Irving: Right. If it's closed, you're not paying for heat, gas, and light. What would be the cost savings for that? That's how a projection should look.

Ms. Warren: That wasn't part of the scope of what I was asked to explore. My understanding is that there would be another use for the Smith Street location. I think that's coming up later.

Comm. Irving: Got it. So the total savings in order just to move the program is about \$40,000. If you use the building for another purpose, it would be for something else. Got it!

Comm. Hodges: What would be the cost of transportation for the students to get up to Prospect Park? Is that included in your \$40,000?

Ms. Warren: That would be the same. There would be no change.

Comm. Hodges: There would be no change at all?

Ms. Warren: No, because you'd still need the same number of routes. It's not the distance. It's just the number of routes.

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

Ms. Shafer: Daisy and I took the list from the meeting with the Board and we vetted every item that was discussed at that meeting. You'll see one that there is zero, but we didn't want to leave it off because you wanted us to do the research and find out. We did them all.

Comm. Irving: That also talks about the consolidation of the alternative school program. It went from three programs to two as you guys discussed last year. You're going to have the Prospect Park space vacant and available. If you move Young Men's up there, you still have the ability to use that space either for a BD program or another program. There's still potential use for it. I still think it being here is important. But I think it is important to know that if you move it, it's not going to save you the money you need there, but it might actualize savings somewhere else, like housing BD or something like that.

Comm. Rivera: Have we done the exercise of looking to see which schools are at capacity or which ones have a lot of space? It's just a general question. If we're contemplating doing a lot of these things, we need to have a clear picture of what we're doing. If not, it doesn't make sense to even think about these things that we're talking about here. Have we done it?

Ms. Shafer: We haven't done it recently, but it can be easily done. We know the capacity and we know what we have in the schools.

Comm. Irving: By the time we get to the budget conversation, I think that would be really good for us to have on hand. The truth of the matter is there may have to be a shift in schools and programs, but we won't know even how to advise that and make recommendations if those numbers aren't there.

Comm. Mimms: I was going to ask the same thing that Comm. Rivera asked. We have these programs and some of these are newer. For them to be on the list with the small savings that are here, those are definite concerns. But what I don't see on this list, and I might be jumping ahead, is programs like some of the ones that we offer in the district. I don't see them on here to show that it's ending, how we can save if the contract is over, and do we need to renew the contract. Those things are not here and I think that's what we really need to drive. What programs in the district do we have that weren't effective? We need to pull back and not renew it. I think these numbers would change from some of these programs that we have here like selling buildings. Those are great, but I think if we look at some of these programs like IFL and other programs that are in the district, when are they ending? How much savings would that be? Then when we go into looking for other programs, how do we save between the new versus the old? I don't see that here and I think that's something that we need to add to budget strategies because when we're going into the next school year we need to make sure that the programs that we're offering for professional development for teachers and for our students are effective and a cost savings to the district. That's not here, but we need to have that.

Comm. Irving: I want to pass that recommendation, if we can, over to Dr. Evans and Ms. Shafer to also prepare for the Board. Again, that didn't come up in this list, but it's a great recommendation and it's one we need to evaluate.

Comm. Hodges: I've requested a list of all the reading programs that we offer, looking at where they are in the district and how they're being utilized, versus the test scores that have resulted to raise the question does it make sense.

Comm. Irving: Are we getting the bang for our buck?

Comm. Hodges: Absolutely. Only because they ask for a brand new reading program and if all these programs are working, then why are our children struggling with reading? Quite frankly, and I said this before, our educational strategy can't be we go shopping and pick out this and go to this store. That's not good enough. We have people who are being paid to be experts and to create strategies. One of our big issues is reading. We have to create a strategy behind that that we can use to address that very critical area. That's exactly right. The information I'm still waiting for. I imagine it's going to take some time to get all that because I asked for a lot, but I definitely want to see that and those discussions so we can talk about what we're getting for our buck.

Comm. Irving: I agree with you, but it's programs and dollar amounts and then we asking what's the efficacy of those programs and are they working. If we're just giving money away and we're not getting the results from the program in three or four years, then maybe we do need to have a conversation and say pull it back. Decisions are going to have to be made no matter how much we all may not like it. But the better informed decisions we make, that's one that unilaterally we should all sit around the table and say that just makes plenty of sense.

Comm. Hodges: If we had a compendium in place, we could do it individually. You laugh, but it's the truth. There would be other programs that you can look at, put in the field from the database, click it up, and the amount is right there for you. Not only could we do it, but the administrators could do it on a regular basis and ask does this make sense given what's going to happen. What really worries me about this conversation is if we're talking about buildings over the vacation we shifted teachers around because we were increasing the class sizes, but contracting the number of classes. If there's less money, there's going to be more of that going on, I suspect. That will impact on how full various buildings are, versus the class sizes in certain buildings. I'm putting it out there again. This is when you need that information. This is when you need the capability to make those decisions. In more than six years, Dr. Evans, we have not moved in that direction to give us the compendium.

Dr. Evans: We actually have the compendium. It just doesn't have the searchable database.

Comm. Hodges: Then it's not a compendium.

Dr. Evans: That's what I'm going to get you.

Comm. Hodges: If you had it, you'd be able to do it like that and be able to hand it to us. Your staff could make better judgments about what's going on. That's all.

Comm. Redmon: If we're comparing programs that may not be cost effective to us, how do we do that and maintain that we stay in compliance with the state? Certain programs that we're considering moving, like professional development, do we have to have them there to be in compliance with the state?

Dr. Evans: In some cases, yes. There are mandated trainings required by the state and then there are other trainings that are not mandated. Where we have flexibility is those that aren't mandated.

Comm. Irving: That's where we may have to go to.

Ms. Shafer: We just need to keep in mind that the Young Men's Leadership Academy cannot stay where they are for next year, unless we do the renovations. If we do, it will only give us one more year. So we either plan to move this year or plan to move next year, but at the same time putting money into the building.

Comm. Mimms: Is Prospect Park the only place they can move to? Why is that the only option listed?

Ms. Shafer: Right now, that was the suggestion at that fiscal meeting. It's possible that if School 11 became available they could move there. We could do something with School 14 or Urban Leadership Academy. That was the only one that was up for discussion that we needed to look into.

Comm. Mimms: When it comes to the capacity list that Dr. Evans is working on it drives everything and then you can shift. That's way they won't even have to move from Paterson to Prospect Park. They can stay right here within the city. Those are some options.

Mr. David Cozart: Good evening. We just found out that Ms. Warren's task was to investigate the feasibility of Young Men's Academy going to Prospect Park. Prospect Park is currently the home of Great Falls Academy, which means Great Falls Academy has to move someplace else. The recommendation was for me to investigate the feasibility of Great Falls Academy going to Silk City Complex and the cost savings that I came up with was zero. Let me explain why. Silk City Complex currently has three programs, Silk City Academy, Adult School, and Youth Corps. If we add Great Falls Academy, that would give them 376 students in one building. Currently Silk City Academy has 94 students and they share 13 classrooms. The Adult School has 177 students and they have seven and a half classrooms. They have a day and evening program. Youth Corps has six classrooms with 62 students and they are slotted to receive an additional 20 students by the end of the month. Great Falls Academy

currently has 43 students with eight instructional classrooms. There is no physical space within the Silk City Complex for them to go. You're looking at also the makeup of the students. Great Falls Academy last year was paired with YES Academy over on Boris Kroll. That wasn't a good mix. Regarding the facilities and how the process went in the building it wasn't a good mix there. They are a unique group and what we need to do with that program is to expand it to provide them the services that they require. We asked for them to have more therapeutic programs and more behavioral components. It's not meant to be a four-year program. It's meant to be a program, not a school. You come in and receive the counseling services and coping skills and then you're able to return. In some cases, students who recently were incarcerated were supposed to go there first to get re-acclimated and then go back to their home schools. The vision of Great Falls Academy is to provide those services. However, with the limited opportunities they have now, that causes a problem. When you look at the actual components, each school has its own principal at each of the academies. When you look at the cost savings, you're not saving on an administrator for that program. You might save on transportation in some cases. If you put it downtown, it's centrally located. You're not really worried about travelling that far out to Prospect Park. Listening to the discussion we had tonight, which wasn't part of my discussion, by listening Great Falls Academy could go to School 11. That's centrally located and they have more classroom opportunities for them to expand. They will lose out on a gym. However, they have an opportunity to grow. Even at Prospect Park, I think you only have one more year left on that lease. At the end of the school year, you're looking at moving again from Prospect Park because the lease expires next year. You're still in the same process. The problem we still have is that we do not own property. We do not own schools. Every time we close one school, it's going to open up as a charter school.

Comm. Irving: We have three alternative programs. In a district of our size and knowing the populations we have, one of those alternative programs came out of a shift we did at Eastside High School a few years ago. I do not believe it's conducive to have three alternative school programs. You have three alternative school programs and three administrators. You also have the staffing for three different alternative schools. While one of the populations is very different, two are very similar and they're across the street from each other. The recommendation that we brought up in finance was the consolidation from three to two.

Mr. Cozart: That wasn't my task.

Comm. Irving: As you're explaining it, I'm hearing that wasn't explained to you. Of course, it's going to be a cost savings of zero if you just move the program down to another. But we have three programs. We initially had one and then we built two, three, and then four. Last year we reduced to three. Two of the programs in their current incarnation are very similar and they're housed right across the street from each other. One of those programs the kids should only be spending a year or two and then going back to their home school. Instead, with both of our alternative programs the majority of the kids are staying all four years for a whole host of reasons. Some kids

are comfortable. They feel safer. It's a smaller learning environment. That's not what they were designed for. They were not designed to be schools. They're programs. They're transitional educational facilities for our kids. They've morphed into high schools and we can't afford for them to operate as high schools.

Mr. Cozart: I totally agree.

Comm. Irving: My suggestion and recommendation was to go back and figure out how we can consolidate the three programs into two. If we could, what would that look like and where could they go? That's the conversation we had about moving to Prospect Park. That would then move one of the facilities there.

Comm. Mimms: In the report Dr. Evans, I think that we need to add if it's owned or leased by the district. If it's leased, when is the lease ending? I think that's going to be important to know with capacity. We had the parents come and they had an issue with the kids from Great Falls coming together. Now it's on the table again. This is a possible shift. I think that list will help when it comes to these strategy components. If it's not possible, then it wouldn't be up here at all. On that list I think we need to put if it's owned, leased, when it ends, what's the cost, and then maybe something that talks about utilities, water and all that. When we're talking about savings and differentials, we'll know what those things look like.

Mr. Cozart: I understand. Just listening to what you're saying now there are two things. Dr. Evans has a vision for alternative schools. What we have now we know we have to revamp them and we have to make them viable and research-based. So we're looking at different programs to see how we can actually improve. The two programs that are in close proximity are YES Academy and Silk City Academy. The only difference in the population is the age group. That's the main difference.

Comm. Irving: But if you close your eyes, they're the same program. These are examples of how we need to figure out for ourselves what were the specifics in each of the populations and can we serve them in the same facility and the same administrators and teachers, and then bringing it down and moving another program, or not. That's what we had asked in the conversation.

Mr. Cozart: I can go back and take on that task. Looking at the new dynamics, let's say we were to merge YES Academy and Silk City. That would free up 13 classrooms for Great Falls to enter Silk City Academy. They would go from eight classrooms to 13.

Comm. Irving: We could get rid of the lease at Prospect Park or move someone else in there. Again, that's what gives us the freedom to be able to shift things around. I think getting that information back will be really important.

Mr. Cozart: I'll investigate the consolidation between YES Academy and Silk City and sitting down with Ms. Payne to also look at what division is and where can we actually revise the program to fulfill Dr. Evans' mission. The bottom line is that we have to make

sure that we're giving our kids the best opportunity to be successful and they have to have a safe environment. That's our main point of reference. They have to have a safe environment without the stigma. Some of the kids at all three of the schools do not want to leave because they finally feel safe, comfortable, and valued because of the small environment. That has been some of the problems we've had with some of the kids. They didn't want to leave. Ms. Shafer will tell you last year or the year before they wanted to have their own graduations now. They wanted to feel that they're entitled.

Comm. Irving: That's a challenge.

Comm. Hodges: We have mission creep here all the time educationally. The goal has to be to graduate as a regular student. That's supposed to be the purpose of the program and that has to be made clear to the staff because they have to create the environment where that understanding occurs. That apparently is not happening to the degree that it needs to. The other concern that I have is these discussions are all well and good, but we also have a responsibility to meet certain goals in curriculum and instruction in order to get local control back. We're contracting classes and having problems with teachers and administrators, which may make some of these goals tenuous. I want people to be very mindful of the fact that our number one job here is to educate kids not to save the state money. I'm really troubled. It makes sense to have this discussion, but I think it's becoming very clear that the options that we're seeing here are not necessarily real options for us and we're going to be looking at holes in our budget. There is going to have to be some significant pushback at some point because you don't want to contract so greatly that you compromise educational programming in the district. Quite frankly, that's what I'm seeing here.

Comm. Irving: Anything else for Mr. Cozart?

Mr. Cozart: Even when we start looking at the consolidation of YES Academy and Silk City, we also have to realize there's still going to be a space issue at Colt Street. There's still limited space for them to come together. We have to really think out of the box regarding programming, whether we go to a half-day schedule or alternative schedules.

Comm. Irving: Or we return the kids back to their home schools. That is the option on the table. These programs are supposed to be transitional. They're not supposed to be permanent fixtures in the district. The problem we have is that we've grown to a point where they became their own individual high schools. That is not the purpose. I think it's to our own detriment. Having two alternative programs? I get it. It makes plenty of sense. But we had four and I think we all looked around the table and went, "Whoa." Where do we stop? We continue to build programs to try to house kids that we may identify may be difficult.

Comm. Capers: How long do those kids stay in those alternative programs?

Mr. Cozart: It varies. The process is when they go the schools have their alternate placement or disciplinary hearing process at the school level. The kids have an opportunity to return after one school year. Even though they come in, once they get there they have the opportunity to return back to school provided that they actually met the criteria and return back to their home school after that one year.

Comm. Capers: So they have to stay one year?

Mr. Cozart: Minimum. But the problem has been that in most cases the kids don't want to leave. They want to stay.

Comm. Capers: Because they...

Mr. Cozart: It's smaller. For example, with YES Academy, they're older students. Credit is an issue with the kids. They're still coming to YES Academy 17 years old. In some cases they already have 50 or 60 credits but they get a nurturing environment within the group. So they feel more comfortable with them. However, at the end of the day you still have a requirement.

Comm. Capers: Are we sticking to that curriculum? Are they staying one year, and then get reassessed, and then they go back?

Mr. Cozart: They have the option. The principal sits down along with Ms. Payne assess how well they have progressed within the program. They have that meeting with the guidance counselor and the parent. When they go through that process they determine how well they have progressed. Let's say they're going back to their home school to SOIT. Ms. Payne would then schedule a meeting with the parent and the student with Dr. Johnson and go over how the student was prior to them coming, what has that child accomplished, what are some things they have to work on, and they will reach out to Mr. Moody to have a point person from the operational staff to be that buddy to shadow that person to transition back.

Comm. Capers: I did that at Eastside. What are the numbers on how many kids are transitioning back into regular school? Are those numbers higher?

Mr. Cozart: They're low.

Comm. Capers: That's a problem.

Mr. Cozart: I can find out the exact numbers before the next meeting.

Comm. Capers: Okay.

Comm. Hodges: You need more than one year so you can see the pattern.

Mr. Cozart: I can do that.

Comm. Mimms: I don't think it's for you. It might be a recommendation. I know that we moved into the academies in the schools. I know we've done it for some years. That may be something we can look at in budget strategies. If we were to go back to the original model in the schools what would the savings be? This is a strategy list of budget savings when it comes to a shortfall. At Eastside you have it broken into three. Kennedy is four. If you were to go back to what it was, what would that model look like? What would those numbers look like? What would be the savings? It may not be something that we would approve, but what would that look like when it comes to budget strategies? At the time we introduced it we had a surplus. Now we're in a deficit and we're illegally underfunded. If right now we need the money, that's a huge opportunity. I'm not sure what the number looks like if we retreated back to the old model. That would be something that will help us, especially with this list if we have numbers like \$86,000 or \$150,000. In that type of instance we would save millions. We have four and three principals in the building.

Dr. Evans: There's research on that already. We didn't do it. It's just research. It was the subject of my master's thesis in the 70's and I read something very recently that reached the same conclusion. Larger schools are less expensive to operate. Bottom line! In our case though and other districts such as ours, there is a huge price to pay and it's academics. Every academic measure you examine for our high schools and compare them from when we had the large comprehensive versus the academies has gone up. Test scores have gone up. Attendance has gone up. Discipline is much better. The climate is much better. I'm not saying it's perfect. I'm not saying any of those indicators are perfect. But they are not just a little different, but significantly different. Look at the test scores. If you tracked HSPA you saw tremendous gains. I think you're going to see the same over time with PARCC. In fact, already you're seeing more significant increases in the high schools than you are in the elementary on PARCC just in a couple of years. Again, attendance has gone up. That's the price you have to pay if we go back to that.

Comm. Cleaves: Daisy, you have numbers 10, 13, and 14.

Ms. Ayala: Good evening, Commissioners. We received the enrollment agreement from PCTI and we reduced it significantly. They came back and said that's unacceptable. The issue is that every district is struggling financially. They all went and did the same thing that we did and reduced it, leaving PCTI in a bad position. I was able to negotiate from \$1,600 to the numbers that you see here. That means that's what we're going to budget this year. If it does increase, we won't see the impact until a year and a half to two years later. Because of the way they do their adjustment, it's in the future. Next year's budget won't be impacted. That's the number we're going to pay because that's what we agreed. The year after, if there's an increase in students we have to pay. If there's a decrease in students, we'll get credit as we have in the past.

Comm. Hodges: That means that we won't see any increase for the rest of the year, but starting in 2017 through 2018...

Ms. Ayala: You're not going to see any increase.

Comm. Hodges: For that year either?

Ms. Ayala: No. We agreed on a set amount. We reduced the amount by what you see here. However, if in September students come in and they have empty seats, they will take them.

Comm. Cleaves: So we won't see an increase until 2018-2019. We're in 2016-2017 now.

Comm. Hodges: There's 2017-2018 though.

Comm. Cleaves: She said no for 2017-2018. You won't see the adjustment until 2018-2019.

Comm. Hodges: Because you're planning to put the kids in there now.

Ms. Ayala: As we know, 2018-2019 is a different story because that's when their new addition opens up. We're not there yet. Let's just focus on where we are. They agreed and we have a trend. My argument was the trend is we're retaining more students. I showed them the trend and they agreed. I shared that with some of you as well. In the last couple of years the enrollment there has dropped.

Comm. Mimms: What has been the normal number?

Ms. Ayala: It varies, but I can email you the trend so you can see it. It was pretty high at one point, about \$20 million. We're down to about \$16 million. The trend has been going down.

Comm. Mimms: I would like to see those numbers. I don't like that we as a district would put a cap on a parent's choice of where they send their children.

Ms. Ayala: There really is not a cap. You can't put a cap. We can agree on keeping the number low. Legally we can't do that. Financially we agreed that they're going to budget and that's what we're going to budget for next year. The adjustment will take place depending on the number of students. In the past we've had less students, so we've gotten credit.

Comm. Cleaves: It's just a creative way of saying we put a cap on it.

Dr. Evans: I just wouldn't use the word cap in public. Daisy is right. You can't cap it.

Comm. Cleaves: Then she needs not put cap on paper. When you don't want folks to know something don't put it in writing.

Comm. Mimms: This is just a recommendation. Even with this, without using that word, we're still restricting a parent's choice.

Ms. Ayala: No, we're not. PCTI and we agreed that's the number we're both going to budget for. At year-end that does not mean that's where we're going to end up. We might have less students or we have might more.

Comm. Mimms: If you have more, then they will accommodate them?

Ms. Ayala: No. The adjustment comes in the following year.

Comm. Mimms: So if you have more students they will not be allowed to go?

Ms. Ayala: Yes, they will be allowed to go.

Comm. Cleaves: We'll be in the red.

Ms. Ayala: No. Then I have to budget for the following year.

Comm. Cleaves: To pay them back.

Ms. Ayala: Yes.

Comm. Cleaves: So we'll be in the red.

Ms. Ayala: No, because I haven't budgeted for it yet.

Comm. Cleaves: If they take more than what was agreed upon, then we will be in the red.

Ms. Ayala: The adjustment for both of us will be in the 2018-2019 budget year.

Dr. Evans: I think both of you are using different language to say the same thing.

Comm. Hodges: She will be red two years moving forward.

Ms. Ayala: Which gives me an opportunity to budget for it.

Dr. Evans: I think you're saying the same thing.

Comm. Cleaves: Is that it for 10?

Ms. Ayala: Yes. In front of you, I showed you a trend of consulting.

Comm. Cleaves: You didn't give us a list. Do we have a list?

Ms. Ayala: A list of the consultants from the trend that we have. Let me just run the numbers by you. In 2015-2016 we had a total of \$2.3 million. In 2016-2017 we had \$931,000. We intend to only use 50% of that for the next budget.

Comm. Cleaves: 50% of 931?

Ms. Ayala: Yes.

Comm. Mimms: It's just hard to speak to this because we don't have the data. If we had the information then we'd probably have to come back to this discussion. I want to see what it is that we're looking to reduce by 50%.

Ms. Ayala: Okay.

Comm. Cleaves: You said we're going to decrease it 50%. How many consultants does that include that we will be getting rid of?

Ms. Ayala: That's going to have to go to the cabinet table because that dollar amount is there. The need is going to be discussed. Depending on the greater need, that's how it's going to be distributed. Dr. Evans or Ms. Shafer can talk to that.

Comm. Martinez: Just to back that up, you said 2015-2016 it was \$2.3 million down to \$900,000 down to \$450,000.

Ms. Ayala: Right.

Comm. Martinez: So between 2015-2016, we shaved almost \$1.5 million. Okay. I'd like to see which consultants they are.

Ms. Ayala: Sure. \$800,000 was the IFL program, which was a big piece. Last year we reduced it again.

Dr. Evans: Actually, we've completely removed the IFL from k-12. It is now for pre-k only paid from pre-k dollars.

Ms. Ayala: That's a big chunk of it. We're restructuring all the grants. All of the budgeting price will now be coming into my office to ensure that the indirect cost is allocated to every federal grant appropriately. Dr. Evans and I will not sign off on anything unless it's been reviewed and approved by me.

Comm. Mimms: Does that include the Title I funding?

Ms. Ayala: All the grants.

Comm. Mimms: How big is that list of all the things that come out of Title I? Are we able to be provided with that?

Dr. Evans: Are you asking what the budget is for Title I?

Comm. Mimms: The budget and the programs that are coming out of Title I funding.

Dr. Evans: I'm not sure about the program part of that, but we generate about \$18 million in Title I and another \$6 million in IDEA.

Ms. Ayala: That's about right. We also have the Perkins as well.

Comm. Mimms: How much is in Perkins?

Ms. Ayala: I don't have that. I can look at it because it's on our website on the CAFR.

Ms. Peron: It's not a significant amount. It's under \$200,000.

Ms. Ayala: We have a list of about 10 or 15 grants altogether.

Dr. Evans: Just keep in mind we're talking about federal entitlement grants, which means a lot of strings attached. You take money from the feds and you use it the way they say use it. Let's just be cautious with that.

Comm. Hodges: Don't worry. That's not going to be much longer.

Comm. Rivera: Dr. Evans, have we worked on an indirect cost rate approved by the state?

Dr. Evans: We've been talking about that and Daisy has done a lot of work on it.

Ms. Ayala: Every year we do that. There's a formula on the homeroom. As a matter of fact, they take it directly from the CAFR now and they send us a letter of what that is.

Comm. Rivera: I just want to share with the Board that the district is very top-heavy.

Ms. Ayala: That was communicated to me. That's why they wouldn't accept the indirect cost in the system.

Comm. Rivera: The reason this discussion came about is because I asked. This is money that's going back that we can use in our budget for those programs. What's been going on in the district, and that's why we're thinking about bringing it all under the administration...

Dr. Evans: Not thinking. We're going to do it.

Comm. Rivera: I like that. I've been dealing with people that handle grants for 10 years. If you leave it up to them to put together a budget, they're going to find a way to spend the money, even if it's hiring additional staff. They're not going to say let me see how I can help the district out by giving them some more indirect costs that are allowed by the grant. They're never going to do that. That whole process has to be part of the business office, and also fringe benefits. You have to get the most that they allow if you're able to. I'm glad you're taking the steps to bring it in the administrator's office.

Dr. Evans: We actually committed to do that several years ago and the only reason that we haven't is because there have been changes over the years in the business office. Daisy has brought about significant stability to the point that we're comfortable doing it now.

Mr. Luis Rojas: On January 5 members of my team met with a few representatives from Source for Teachers. We bounced around a little bit to see the feasibility of outsourcing our substitutes. After some discussions and some projections it appears that we can save somewhere in the neighborhood of \$1.3 million a year. Currently, we spend about \$6.3 million a year on substitutes, sometimes a little bit more. That's on average. We're projected to be about \$6.3 million this year. The cost savings comes primary in FICA. We're paying right around \$1.1 million for FICA. Some workers comp general liability costs will drop about \$348,000. Currently our ASOP system picks up that cost, which around \$30,000 a year. Additionally, there is some upside to outsourcing our substitutes. We can get certified teachers from the pool. They currently have around 40,000 substitutes throughout the state. They have quite a bit of certified retired teachers that can do long-term business with us or can take up long-term vacancies in the district and don't run the risk of ruining their state pensions because it's a different system. They're a private contractor versus a state employee. Their pensions aren't affected so they can work longer hours. The company has quite a bit of certified retired teachers. Another cost savings comes into play where currently we have permanent substitutes that we would hire for long-term vacancies. They fill their vacancies with normal substitutes at a lower rate. We have to pay a little bit of a higher rate, about 50% of Step 1 on the guide, which is about \$22,000 a year. They pay at a drastically lower cost than what we would pay our substitutes or long-term vacancies. Additionally, which is really the plus side for me, they fill our vacancies with certified teachers looking for jobs. We control the whole process from start to finish. If I have a vacancy in science and they have someone in their pool that's science certified that's looking for a job, we can plug them right in. The teacher is pretty much on the go. If the principal likes what they see, they can offer them employment and we have a position that's filled. If not, we can let the substitute go immediately and we can get someone else in their place right away. There's a couple of plus sides. The downside obviously is that it's new. We don't know what we don't know. We would probably project to do this for one year and see what happens. They're still our substitutes. Even though the company takes them over, we can always get them back. They still would remain in our pool or at least we will have access to them. If a year from now it doesn't work for us, for whatever reason, we can always go back to the system we do now.

Comm. Capers: Has this program worked in any other districts? What's the success rate?

Mr. Rojas: They're in about 105 school districts in New Jersey right now. The largest school district that they're currently in is Elizabeth. I have some pretty close ties to the folks in Elizabeth in HR. I used to work there, so I have some contacts there and I have some insight on the company. It seems to work for them. They have around 410 vacancies a day, meaning absences. It's a little bit higher than ours. Their vacancy fills are right around 98% a day. They're filling their absences at a rate of 98% on a daily basis. We're contacting other schools to see how it works for them. Just because it works for Elizabeth it might not work for Clifton next door, but we are reaching out to a few other folks doing some research.

Comm. Capers: Why outsource? Why can't we just figure out a plan to fill our own vacancies with the substitutes we have?

Mr. Rojas: We do. Our fill rates are about 96% a day. It's a cost savings analysis. That's all we're doing. We're looking to save costs. The cost is right around \$1.3 million a year for the first year. We could fill our vacancies with our own substitutes. The problem is that a lot of our substitutes aren't certified in the areas of need. They only hold substitute certificates. We don't have the large pool to dig from like a major company would. They have over 40,000 and we have around 800.

Comm. Hodges: If they're filling the vacancy rate at 96% in Elizabeth, we're much larger. How are they going to handle us if they can only get 96% there? You say we have fewer substitutes out.

Mr. Rojas: No, we have fewer daily absences.

Comm. Hodges: I'm sorry. That's what I meant to say. We have fewer daily absences, but we're going to be adding to that total of substitutes that they're required to provide and they're only able to do it at 96% in Elizabeth, which is significantly smaller than we are.

Dr. Evans: I thought it was 98%.

Mr. Rojas: 98%. Without using Source for Teachers we're around 96%.

Comm. Hodges: Okay. How many students does Elizabeth have?

Mr. Rojas: Over 25,000.

Comm. Hodges: Okay.

Comm. Mimms: I think with the suggestion that was made with the focus groups with the teachers and parents that will help that number. If we get our teachers to come in

the buildings and teach our kids, then we won't have to need substitutes to the maximum that we're asking for them. I think once we institute that focus group with the parents and the teachers we'll see that number decrease drastically.

Comm. Rivera: I like what you just presented. The bottom line is we have to start doing business differently. We cannot continue to do business the way we've been doing business for all these years. That's all I have to say. To Comm. Hodges' point, how is this company going to staff us? It's like any other business. If they know they're going to enter into a contract with us they're going to start recruiting more people to service us. We definitely have to try new things in this district. Things are not the way they used to be. We don't have the surplus that we used to have. We have to look at every possibility.

Mr. Rojas: This company actually keeps our substitutes. Our substitutes are not going anywhere. They're absorbing 800 substitutes to their current pool.

Comm. Irving: Would the rate of pay be different?

Mr. Rojas: Yes. There is a lower rate of pay. Currently we pay \$110. They're looking to pay around \$95. There's a cost savings there.

Comm. Irving: That's where the cost savings comes from.

Mr. Rojas: That and some taxes. Also in the long-term substitutes is where you're going to see the major cost benefits.

Comm. Cleaves: If they're absorbing our 800 substitutes, when we need a substitute in our district does that substitute get first choice? If there's a specialized substitute that's needed, say for science, they would then provide it?

Mr. Rojas: We can set it up however we want. This is customized to how Paterson wants to set something up.

Comm. Irving: You can put a bid spec together.

Mr. Rojas: Correct. They're also going to have two people assigned to Paterson on a daily basis. They would be sitting in a cubicle. I would have to provide cubicles in human capital. So if there's a problem at a school, I have a contact person right there in my office that I go and talk to. I have this issue at School 1 and I need something taken care of right away. There's a substitute I need removed or I need another substitute in there for whatever reason. There's a point of contact that I would have to deal with on a daily basis in my office. I would just provide them space.

Comm. Hodges: What percentage of our substitutes is Patersonians? Do you have any idea?

Mr. Rojas: I'd have to give you the exact number. I know it's a high percentage, but I'm just not sure.

Comm. Irving: It's at least 50% or more.

Comm. Hodges: What tends to happen when we have this consolidation is that the community is not very happy. When we privatized custodians and security it was just months and months of yelling and screaming. Just be aware of all that. It would be interesting to find out what that number is. You're cutting your salaries.

Comm. Martinez: In my current school we use this program. It's been rather good. I'm not sure how it currently works. If the teacher calls out the principal then has to reach out to that pool of substitutes. This company does that all for you. Logistically they have their pool. They would get notifications that a teacher was out. They would be able to then identify those people and send them. Am I wrong about that?

Mr. Rojas: They use our ASOP system, the same system that we currently use for our substitutes. They're used to using the same system. The teachers would call out sick to the system and the substitute picks up a vacancy or absence.

Comm. Martinez: Then that building would be alerted.

Mr. Rojas: Correct. Nothing changes as far as the workflow for our substitutes.

Comm. Capers: The only difference is you're paying the substitute at a lower rate?

Mr. Rojas: And they're no longer considered district employees. They're now outside contracted employees.

Comm. Rivera: You save on the taxes too.

Comm. Capers: How many schools in Passaic County picked up this?

Mr. Rojas: I'd have to look specifically for Passaic.

Comm. Capers: We're going to lose substitutes because if they have a substitute license in Passaic County and we pay \$95 and they can go over to Clifton where they're going to get \$110. We're going to lose a lot of substitutes. I was a substitute for three years. If you put me in that system, I'm going to leave Paterson. Why would I do more work?

Mr. Rojas: I'll tell you why. Most substitutes travel from district to district as it is. Sometimes there aren't enough vacancies or enough work for them to pick up. When they jump into a company like Source for Teachers they have more opportunity to work. They'd rather get \$95 a day for three days than \$110 for one day.

Comm. Hodges: Do we have an idea of what the rates are for Clifton and Wayne?

Comm. Irving: That actually would be helpful for us just to be able to empower ourselves.

Comm. Capers: They're in the \$110 and \$115 area.

Mr. Rojas: We're competitive with our surrounding schools.

Comm. Hodges: That doesn't help me. I need actual numbers.

Comm. Irving: I know we run the highest in the county. Luis, that would be really helpful.

Mr. Rojas: I'll get you specifics.

Comm. Irving: Thank you. Are there any other questions for Luis? Thank you. I want to make a suggestion because this was a great conversation and one that we're clearly going to have to have a few more times. It at least gives the Superintendent and Ms. Shafer a better idea. But just given the list that we came up with, not taking into account the whole bonding piece, the reality is even from this list I'm only looking at about \$5 to \$6 million. I think I want to now put it back on other members of the Board. Comm. Mimms had a great idea about academic programs that are not working. You and Dr. Hodges discussed that. If there are other recommendations we have that are reductions that you think would make sense, I'm going to ask that you forward those recommendations to Ms. Shafer. She can do the same thing that we did here. They can assign staff members to investigate it and come up with numbers that they can report back to this Board. I'm going to ask that we do that within the next week or so. That would be really helpful. The inevitable challenge is if we're not able to fill this gap by going through this exercise a reduction in force is the unfortunate obvious action, layoffs. I don't think any of us wants that. You talk about morale. There's no better way to shoot morale at a lower point. The next few weeks and months are going to be really tough for this group to discuss, debate, agree, and disagree on stuff. But we have to come to a consensus on the budget in particular on what we can deal with and what can we deal without. I just think we have to face it head on. I'm going to go back to what you said, Lisa, that's a great recommendation about the programs. Even within your committees, if there are other areas that you feel might be programs and services in excess that either aren't working or do not have a direct correlation or effect on teaching and learning, please bring them up. I really want to thank you all for the conversation.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, the Paterson Public School District approves payment for the list of checks for the month of January 2017, in the grand sum of \$13,687,540.88 beginning with

check number 202971 and ending with check number 203227 and Direct Deposit Number 1 and ending with 12; and

WHEREAS, the Paterson Public School District approves payment for the list of bills dated January 20, 2017, in the grand sum of \$2,001,163.91 beginning with vendor number 15490 and ending with vendor number 4000652B; and

THEREFORE, BE IT RESOLVED, that each claim or demand has been fully itemized verified, has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

It was moved by Comm. Redmon, seconded by Comm. Castillo that Resolutions No. 1 be adopted.

Comm. Irving: I just want to thank Daisy and Ms. Peron for the initiation of the direct deposit to the early childhood vendors. Let's just see how that goes. I think the whole purpose of doing that was to track could we move direct deposit for other vendors and providers. Let's just see how this goes. Let's track whether it works or not or what bumps might be on the road. I just wanted to thank you both for working on that.

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

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself
- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

Comm. Irving: Before I entertain a motion on this, I just want to ask a question. This is an extension for this current year. Are we saying that we did not budget effectively for Kronos for this year? Depending on the answer, I don't even know if it makes sense to entertain a motion.

Mr. Rojas: This is for additional work that needs to be done in order for us to get our attendance system up and running more effectively. It's behind the scenes work. We're doing accruals. Because of ASOP, the new system for substitutes that we brought in, we were doing a triangle configuration so all the three can understand and read each other. There are some programs that need to be writing behind the scenes so we can clear up our employee portals. Right now our employees don't know what days they have because Edumet and Kronos are not reading each other. This is proprietary software that only this company can do. We have some in-house folks that are assisting to lower the cost. I don't anticipate us using the whole money, but it's there for this project. There are some programs that need to be written.

Comm. Irving: Do you have the money in your budget to pay for it?

Mr. Rojas: Yes. We found the money in my budget specifically.

Comm. Irving: I just wanted that clarification because I know we've had this conversation about Kronos, Edumet and Infinite Campus.

Resolution No. 2

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

WHEREAS, Human Capital Services has determined the continued need to procure proprietary goods and services from Kronos Incorporated during the 2016-2017 school year, for professional integration assistance; and

WHEREAS, this order is subject to the terms and conditions of that certain Sales, Software License and Service Agreement between Kronos and the District dated May 4, 2009; and

WHEREAS, pursuant to 18A:18A-5a (19) the District is allowed to procure “support and maintenance of proprietary goods and/or services by resolution at a public meeting without public advertising for bids and bidding;” and

WHEREAS, the procurement of services and/or software from Kronos Incorporated constitutes a proprietary purchase and therefore they are excluded from competitive bidding pursuant to 18A:18A-5a (19); and

WHEREAS, the awarding of this contract is in line with the “Brighter Futures Strategic Plan 2014-2019,” Priority IV “Efficient and Responsive Operations,” Goal 4 – “Increase Administrative and Staff Capacity;” now

THEREFORE, BE IT RESOLVED, Human Capital Services recommends that, pursuant to 18A:18A-5a (19) Kronos Incorporated, located at 297 Billerica Road, Chelmsford, MA 01824 be awarded an extension of the contract for the procurement of proprietary goods and services during the 2016/2017 school year, not to exceed \$78,800.00.

It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Rivera who voted no. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Capers

- 4th and Inches
- Westside Park Group

Comm. Castillo

- Passaic County
- Scholastic (Transportation)

Comm. Cleaves

- Pertaining to herself

Comm. Hodges

- Pertaining to himself

- Jumpstart

Comm. Irving

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

Comm. Martinez

- New Jersey Community Development Corporation (NJCDC)

Comm. Mimms

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

Comm. Redmon

- Historic Preservation of the City of Paterson

Comm. Rivera

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

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

The meeting was adjourned at 10:40 p.m.