

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

November 2, 2016 – 6:49 p.m.
Administrative Offices

Presiding: *Comm. Christopher Irving, President
Comm. Chrystal Cleaves, Vice President

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

Comm. Jonathan Hodges
Comm. Errol Kerr
Comm. Lilisa Mimms

Comm. Nakima Redmon
*Comm. Flavio Rivera

Absent:
Comm. Oshin Castillo
Comm. Kenneth Simmons

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

Comm. Mimms read the Open Public Meetings Act:

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

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

**Workshop Meeting
November 2, 2016 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

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

REPORT OF BOARD PRESIDENT

Dr. Evans: The first item is a report to the Board by Director T.J. Best. You are being asked tonight to approve that the Board has reviewed the 2016-2017 NJQSAC Statement of Assurance. This is an annual activity that we're required to go through and report to the Department of Education where we are as it relates to each of the

DPR areas and indicators that are aligned with them and ultimately submit it. So I will call him to the microphone just to make some overview comments regarding that report.

Mr. Theodore Best: Good evening everyone. As you know, every year we have to do a Statement of Assurance as part of the QSAC process. In addition to that, every three years we have to do the DPRs. You have an action in front of you approving submission for both the Statement of Assurance and the DPRs. In the communication that we received from the state, since the district recently received three areas back in local control, they stated to us that even though we have to submit all five areas in the Statement of Assurance and the District Performance Review, when they come to review they're only going to review the content in instruction and program, and governance, which are the two areas still remaining to receive local control. I can answer any questions if you have any.

Comm. Cleaves: You said we should have them in front of us?

Mr. Best: I'm sorry. I thought it went out to you yesterday.

Ms. Williams: Email.

Dr. Evans: It was sent to you.

Comm. Hodges: Email?

Ms. Williams: Yes.

Mrs. Jones: It's also in the packet.

Comm. Cleaves: Thank you.

Mr. Best: As you know, in the process for QSAC in order to show progress for the purposes of local control, you need to score at least 80. The District Performance Review and the Statement of Assurance has our scores in there and in all five areas we actually scored ourselves above 80. We're expecting the county to come do a review maybe in February. They will come in and do an audit to actually confirm all of the information that we put in there to make sure that if we said we had something in the Statement of Assurance or the District Performance Review that we actually have it.

Comm. Hodges: How can we be above 80 in curriculum and instruction if we don't have a curriculum in place?

Mr. Best: There were two major areas where we were short. One was the testing, which amounted to about 38 points. The other one was the curriculum, which amounted to 36 points. In those two particular areas we received information from the state that since we will have it by the time they visit it was okay to put in that we have it now for the Statement of Assurance. They actually ask you to write down in the comment section of the District Performance Review the date that the Board approved or plans to approve a particular curriculum. There are still several curricula that need to be approved and it will be approved in January prior to their visit. We specifically asked the County Superintendent if it was okay for the purposes of this document to write the date that we anticipate the Board's approval and he said it was okay.

Comm. Hodges: Did he say that in writing? Not that I have any sense of distrust.

Dr. Evans: There were lots of witnesses to his comments.

Comm. Hodges: I'd just like to see it in writing.

Mr. Best: The reason we did that is because the score that we give ourselves has to be higher than 80 if we expect to receive local control back. We feel very firmly that everything that we said we can do and did do when the state comes in their February visit that we will have everything in place.

Comm. Hodges: The other problem I have is the test scores. Does that include the waiver?

Dr. Evans: It does take into consideration the waiver. I'll say a few words about that in a few minutes, but there's a limit to which I can actually talk about it. I'll explain why when I comment.

Mr. Best: Just for language purposes it's actually called an equivalency application. Dr. Evans will talk a little bit more in specific terms, but there is an equivalence application that we're submitting in conjunction with the Statement of Assurance. However, it hasn't been finalized yet. For the purposes of submitting this document, which is due to the state on November 15, we have to have everything in place and approved by the Board. Since you don't have another Board meeting prior to November 15 we had to get it to you today.

Comm. Cleaves: Are there any more questions? Thank you very much.

Dr. Evans: Before I introduce the next topic, let me mention the waiver. There's a limit to which I can discuss it because until the Department of Education gives thumbs up in terms of the things we have in the waiver that they can be used for that purpose they have suggested that we not have a public discussion around them. When they do, then there is a serious vetting starting with the Board with regards to the specifics. The Board and the community will actually be given the opportunity to comment regarding the information that's contained in the waiver. It specifically addresses alternative measures and metrics for meeting the testing requirement that Mr. Best alluded to a moment ago. There was one other area in it, and I don't have it in front of me. There were two areas. Do you recall what that second area was, Mr. Best? One was the test. It was the AMO, Annual Measurable Objectives. We posed alternative measures that are growth measures. Rather than meeting a specific point in time to say that you met it, look at growth and participation rates and growth in those as alternatives. As soon as we get the thumbs up that we can talk about it and get input from the Board and the community, we will go ahead and begin that process. That is a part of the waiver, by the way. We have to vet it with the community, internally, and externally.

Comm. Hodges: The only concern here, from my point of view, is that curriculum and instruction is the most important that we're doing. I'm obviously leery to accept waivers. However, the thought of having another minute of state control gives me great pause. We're plateauing in terms of our rate of improvement, which coincidentally occurs with the decrease in funding and the things that we can do. What worries me is if that trend continues, are we going to be able to reach even the benchmarks that they're providing and what does that mean for our kids long-term? That's the real issue.

Dr. Evans: Understood, but I would suggest to you that we don't have enough data to suggest that we're plateauing. Dr. Campbell really is the expert on this, but we only

have two years of data from PARCC. It's too soon to say that we're plateauing. In other data, that's a reasonable observation.

Comm. Hodges: I don't have any reason to expect that the data from PARCC is going to be any different from NJASK. Obviously they're tied. If we can't do the things that we did even last year, I would be surprised that we don't have the same gains. I'll just leave it there.

*Comm. Irving enters the meeting at 7:00 p.m.

Dr. Evans: There will be lots of opportunities to weigh in and get feedback when we get the thumbs-up that we've at least included the right types of alternative metrics.

Resolution No. 1

Whereas, Pursuant to N.J.S. A. 18A:7A and N.J.A.C. 6A:30, once every three years, districts are required to undergo a full New Jersey Quality Single Accountability Continuum (NJQSAC) district performance evaluation and must complete the District Performance Review (DPR) and districts are required to annually complete the NJQSAC Statement of Assurance (SOA) and to conduct facilities reviews in each of the district's school building, using a facilities checklist provided by the NJDOE and,

Whereas, as part of Cohort I, Paterson Public Schools will undergo a NJQSAC Review during the 2016-2017 school year and must submit the 2016-2017 SOA and DPR to the NJDOE via NJ Homeroom by November 15, 2016 and the State District Superintendent has convened a committee to assist in completing the SOA and DPR in accordance with N.J.A.C. 6A:30-3.1(b)-(e), and

Whereas, Upon completion of the proposed responses to the SOA and DPR, the district board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education, at which time the proposed responses to the SOA, DPR, and declaration page shall be presented to the district board of education for approval by resolution and,

Now Therefore, Be It Resolved, that the district board of education has reviewed the 2016-2017 SOA and DPR, attests to the accuracy of the responses and approves the submission of the NJQSAC SOA and DPR to the NJDOE.

It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no. The motion carried.

PRESENTATIONS AND COMMUNICATIONS

Testing Data

Dr. Evans: At the last meeting, Dr. Campbell provided the first part of his data overview presentation. We determined that today would be the day that he could follow up and present the remaining portions of his report.

Dr. Jeron Campbell: Good evening Superintendent and Board. As I stated to you all last time, there are actually two presentations. The first one, which by and large is the most important, is our state test, the PARCC, and I went into detail in terms of how our students performed last year versus this year. This particular presentation will cover the

remaining test that our students take districtwide. From state assessment purposes, there are two more state assessments, the NJASK and the NJBCT. Both are science-based exams. The PARCC is more ELA and math. The purpose of the test is to provide a fair and equitable assessment system that reliably measures the state learning standards. These tests are given in grades three through eight and eleven. Some students in twelfth grade will retake it if they didn't pass it, but ideally they will be done with exams by the eleventh grade. Of course, they're designed to demonstrate if students have actually met or mastered skills according to New Jersey Learning Standards. The NJASK is given to students in fourth and eighth grades and it's a science test. It tests science skills in three areas – life science, physical science, and earth science. If you look here at the data, you'll see that overall the first chart shows the year-to-year difference in scores for our students in grade four science. Here's the 2015-2016 difference. You'll see that in all areas in total students we went from 77% passing down to 72.9%. If you go to that slide you'll see that the total students went from 77% to 72.9%. We actually declined from 2015 to 2016 in terms of NJASK in the fourth grade. If we break it into a couple of subgroups, you have the general education group, special education group, and limited English proficiency. You see that each of those groups did decline from year to year between 2015 and 2016 on the NJASK in grade four. The chart just shows the number of students. We went up in terms of the number of students who took the test slightly and you see the proficiency and above there as well. The next slide goes into a little bit more detail in terms of demographic groups. You see the same data at the top – total students, general students, special education, and limited English. It also breaks it into gender and race, as well as economically disadvantaged group and whether a student is migrant or non-migrant. For all of these you see the number of students who took the test as well as the number and percent of students who were proficient or above and their scale mean score. The general story here is we did see an overall decline at the fourth grade for science. If you go to the next page, you'll see the district factor group comparison for grade four science. You see that for the total student group, all of Paterson, the general, special education, and limited English, the factor group is also slightly ahead of our students this year in 2016 on the NJASK for grade four. After that, you'll see the exact same set of data but for grade eight. Here in grade eight on the next slide you have the 2015-2016 comparison and again you can see that the overall Paterson group of eighth graders declined from year to year from 47.7 to 44.2. General education, special education, and limited English proficiency when you break it apart also declined from year to year. That's eighth grade. Again, on the next page you'll see the same data at the top of the chart and then a further breakdown of demographics, gender, race, economically disadvantaged, and migrant. That's for grade eight. The next one gives you the district factor group. It shows that from a total student standpoint our students were slightly below the factor group. You can see the state is well ahead of both in terms of eighth grade science. In general education, we were slightly ahead of the factor group for general education students, but for special needs and limited English proficiency we were slightly behind them again with the state exceeding both Paterson and our factor group by a nice margin there. That's all for NJASK, which is the science test from the state for fourth and eighth grade. The next test is the NJBCT, which is the New Jersey Biology Competency Test. This test is for high school students and it's only for students who take biology or a biology related course. Any student ninth through twelfth, if you have biology, you have to take this exam. You see the list of courses here that will qualify a student to have to take the NJBCT. Anything related to biology such honors, ESL, or life science. For any of these related courses, they will take this test for high school only. If you go to the next page, you'll see from year to year our students also declined on this particular exam. 17.4 to 15.6 this year from 2015 to 2016. When you look at the groups in general education and special education, they both declined. Limited English actually went up from 2.2 to 2.7, but that's the only group

that did so. If you look at the next page, again you'll see a further breakdown of demographics, gender, and race is there for NJBCT. This is the data provided to us by the state on these two particular exams. If you go to district factor group, you'll see also on the NJBCT for 2016 this past spring our students were below. Even in a wider margin at the high school level below, not just the state, but the factor group as well. That is the current state of our student body on this particular exam. That's all the science from the state. The next slide is for the access exam, which is for limited English proficiency students, ELL students. It tests listening, reading, writing, and speaking skills all together and gives them one score. Students take this in the spring. It's given once a year to any student who has been designated as a limited English proficient student. You can see the proficiency rates here. Last year was 18.3 and this year 19.1. We did go up slightly. We actually went up quite a bit in terms of the number of students who took the test, from 3,700 to about 4,200. The number of students who scored 4.5 and above went up as well from 676 to 800. Obviously a lot more room to grow, but I will also note that the 4,100 students is significant because we only have 25,000 to 26,000 in the district. This is a large segment of our population that has to take this exam every year, 1 out of 6 students. PSAT – now we're into the college readiness exams. We know that the PSAT is essentially a preliminary SAT, but more importantly, the National Merit Scholarship Qualifying Test. This year we gave it to all tenth and eleventh graders. In the past we also gave it to ninth. If you go to the next slide it shows the benchmarks. The College Board sets scores, which they will say a student is essentially college-ready. They have a score for English and math for tenth and eleventh grade. You can see on slide 16 that it's the same exact test that the students take, but if you're an eleventh grader you're expected to score higher than a tenth grader would. That's why it goes from 360 to 390 and from 470 to 500. If you go to the next slide, you'll see the data for our students for the fall of 2015. We don't have the 2016 data. They just took it recently so we don't have those scores yet. For last year, you see tenth and eleventh grade and you have the total test takers, about 1,300 kids at each grade level. You see the mean scores there and you can see at the end whether or not they meet the English reading and writing or math benchmarks for our eleventh grade students, which really is the key grade. I tell a parent who asks me about PSAT that it is good to take it in tenth grade. It's a practice. It exposes students to the exam. But the eleventh grade is when it counts. That's when the government looks at it and says we're going to use it for the scholarship opportunity. Only about 7% of the students in the district met the benchmarks in both areas for English and math as you can see there on the chart. If you look at it by school, here we have all of our high schools. You have the mean total score and a percentage of students that met both benchmarks and the percent that didn't meet either of the benchmarks. You have that comparison there for your information. The school with the highest scores would be STEM in terms of meeting both benchmarks. That was tenth grade. Then we have eleventh grade following. You remember the bar is higher for eleventh grade students and it also reflects that the percentage of students who met both benchmarks declined. Of course, that's not a decline we would want to see because we expect the students to grow between that tenth and eleventh grade year, particularly since they do have exposure to the exam because we gave them the test. The district actually sponsors that and pays for it for every student in Paterson in both tenth and eleventh grade. Here is the HARP school with the highest score at 26% meeting benchmark. They do see growth in terms of the student performance on the PSAT at HARP. Now we go to AP exams, which are also important if we're preparing our students for college. You can see the number of students tested went from 155 to 181. We have a higher number of students taking the AP exams this year. Out of that number last year eleven students scored three or above. This year it was 18. Again, it's an increase. It's only 10% of our students, so we definitely want to work on that and get that higher as well. On the three or above there's one through five in terms of scores on the AP exam. A three is

considered passing. That typically means there are many colleges that will give you credit if you get a three or above on the AP exam. For a little bit more information here on the next page you'll see the scores one through five, and also the subject areas that our students took in terms of the exam. Remember, in AP there are quite a few options. There are over 20 different AP courses and exams one can take. These are the AP courses our schools offer, the number of students who took those exams, and the scores that they received. Again, you can see from the last column the percent of students is quite low at the five, four, and three, which is the passing score range, versus the one and two. The tests are very challenging but if a student takes the AP course all year long the expectation is the rigor is there and that they are prepared for these exams when they take them in the spring. If you look at the next page, this one breaks it down by school so you have all of the high schools in the district. You have the AP courses that they offer across the top and you can see the number of exams taken at each school. The highest number would be SET and STEM at JFK and also Culinary at Eastside. Obviously, when you see those high numbers that means that their counselors, principals, or somebody in the school is really pushing kids to take these more rigorous courses and that's a good thing. That's the level we want our kids to be at before they graduate. The next exam is the SAT. The SAT is the college admissions test. They have the college readiness benchmarks again. If you get 480 on the English and 530 on the math you're considered college ready. If you look at our data here for March, May, and June of this past year you see the total number of students who took the test, the mean score, and then the percent who met the benchmarks. You have 7% in June, 9% in May, and 18% in March who met the benchmarks. We typically use the June score for that group. Some students were retaking it and for some it was the first time taking it. It varies, but overall only 7% met both benchmarks on the SAT. On the next slide you see by school the mean score on the SAT for all of our high schools the percent that met all benchmarks and the percent that met neither of the benchmarks. This is for your information so you can see at a glance which schools are performing highest. HARP has the highest score overall in the district on the SAT.

Comm. Hodges: Is PANTHER Academy there? Oh, here it is. It wasn't on the last one.

Dr. Campbell: For AP? It's not there, so I'm not sure if they offer AP or not. I don't know who would know that. They may not offer the course that we would have data for.

Dr. Evans: They do dual enrollment with various colleges as well. That is a viable option.

Comm. Hodges: Other schools do dual enrollment as well.

Dr. Evans: You're right, dual enrollment and AP.

Dr. Campbell: Some principals literally will focus on one versus the other. If you have a very strong relationship with a college you can say why get credit when you can take the real course and get credit that way? We can ask the principal what their strategy is in terms of preparing students for college.

Comm. Hodges: Unfortunately, our dual enrollment programs are limited to a very small number of schools. There are very limited choices. Let's put it that way. It's not a registry where you can transfer that credit anywhere. Those students are being shortchanged. There are five or seven schools that actually accept our dual enrollment. As opposed to having the actual credit that you can transfer wherever you want.

Comm. Cleaves: So when the students do the dual enrollment, it does not count towards the school?

Comm. Hodges: It does.

Comm. Irving: Certain schools will take the extra credits they have depending on the matriculation agreement you have between the district and the sending college or university.

Comm. Hodges: That's right.

Comm. Irving: If a kid is going from us to PCCC, they will have a matriculation agreement with Montclair State or William Paterson. They may not have a matriculation agreement with Roman or Columbia.

Comm. Cleaves: Those test scores will mean nothing to us when we're calculating data?

Comm. Hodges: The concern is you're not getting the credit.

Comm. Irving: They will get the credits, but the course may not count towards their general education requirements.

Comm. Hodges: That's right. They won't get college credit someplace else.

Comm. Irving: If it's science, they wouldn't have to necessarily take science to get accepted. They would just have the three-credit course on their transcript.

Comm. Hodges: That's right.

Dr. Campbell: Schools have ways in which they accept credit. Oftentimes you have to meet with your counselor. They will go through the course description from where you came and they will be able to tell if there's a special case. Some kids will go out of state and still may transfer, but you're dependent upon a university whether they still choose to transfer. The same can go with AP as well. Different colleges may have different standards. They may require a four versus a three. If you get the three you may still not get credit versus a higher score. Colleges have a lot of autonomy in terms of whether they will accept credit. But you're right. There are multiple ways to get college credit. What you're basically alluding to is you want to see kids have multiple ways of doing so.

Comm. Hodges: That's exactly right.

Comm. Irving: Let's let Dr. Campbell finish.

Dr. Campbell: On our next slide you'll see the SAT June 2016 exam. Here we broke it down by school. The next test is the ACT. The ACT and the SAT differ by state in terms of which one is the "official" test. Here in New Jersey you may be interested in knowing that this number is growing. The percentage of students taking the ACT is growing. It's true nationwide as well. They also have benchmark scores for what they deem "college ready." You see those on the right. There are four sections on the ACT. Five would be the essay, which is a separate score. If you look at the next page on the profile report, you can see for the English, algebra, social science, and biology the

percentage of students in Paterson who scored at college level compared to the state. You see the state is quite high. There's quite a bit of a gap between the percent that meet all four, 42% in the state and 4% here in Paterson. There are only 113 students. Again, it's not a very popular test, but it is growing in terms of the number of students. You can see that on the next slide. What we show here is for the last five years how many students in Paterson took the test. You can see that jump to 113 is a significant jump compared to where it was in years past. You can also see that the state overall has been growing gradually year to year for the number of students taking the ACT. The composite score at the end is really the overall score, and that's the one everybody will look at. You can see the state is around 23% in terms of average, which I would say nationally is a 21%. New Jersey is above average on the ACT overall. You can see Paterson scores as well. Last year it went up to 19.2%, but then dropped when four times more students took it. It went down to 15.8%, which definitely would need improvement. It's a good thing more students are taking the test, but you definitely want to make sure they're prepared when they take it. That is it for that presentation.

Comm. Irving: Are there any question for Dr. Campbell? The clear level of performance in students being college-ready should concern us all. The question is, do you and your colleagues have recommendations for the Board? Is it SAT prep courses? Is it advanced rigor in testing? What are ways that we can give kids a better opportunity? One of the things I know about the SAT, aside from the cognitive component, is also the test taking. There's a science to taking the SAT. That's why so many more suburban kids perform so well, because they have the money to be able to afford classes to take that test. Do you have recommendations or suggestions for how we might be able to improve those scores?

Dr. Campbell: Absolutely. As you may know, I've actually been doing test prep for about 16 years in Detroit, mainly the ACT, which is our big test. They did switch to the SAT recently. I think about 9,000 students have been through my program. I recruited volunteers and engineers like myself. At the time I was at Ford. We would work at a Saturday program and we would have as many as 300 students at a time. Zero payroll. It was all voluntary. I actually put the curriculum together, trained the teachers, and we saw a great improvement for a lot of our students in Detroit, including giving full scholarships to college.

Comm. Irving: What made the difference?

Dr. Campbell: The first meeting is always with the parents. I would tell parents that it's two parts. You stated it basically. There's the knowledge. Do you even just know what you're doing on the test? Then there's strategy. Most people want to jump to the strategy. Just show me the tricks. But if you can't add fractions, you will never get to the trick. We have to work on both. I'm always a strong proponent of day-to-day instruction as the number one thing you can do to help a student achieve. If your core and your basics are strong, then you will do well on the test. Then we're talking about going from good to great at that point, instead of going from just absolute bottom to decent, which is where a lot of our students are if their proficiency level is really low. So it starts with day-to-day instruction. What I've done in the past is literally prepare reports that I give to principals that have all the questions and the categories and that's what you can take to your teachers. You can say here and I rank the questions by the percentage of kids who got it right. You see where the weak areas are, you get your English, math, and science teams together, and you work on those strategies. It's not teaching to the test. Many of the questions on the ACT and SAT can be correlated to the curriculum if you were to break the question down to the concept and say we teach this in our classes. It's a matter of ensuring that we also bring these test questions in

with the students so that they're familiar with them as we teach them the curriculum. That's the day-to-day instruction. The test prep does work as well. That's why your high achieving students in the suburbs will still pay \$1,000 for a class because they're trying to go from a good score to a great score. It really is both sides and I have done ACT prep. I have done courses with schools in Michigan over the years and we've seen dramatic improvement overall for the kids. The one thing I will say too is that it's not a matter of focusing on certain kids. A lot of people think that if you take the top 10% that are "going to college" and focus on them we will be okay. I always tell them you want to move the mass.

Comm. Irving: No kids in the middle.

Dr. Campbell: Absolutely. It's always good to take a kid from a 15, which is not a great score on the ACT, to a 19 because that's still a miraculous move within a semester's time, instead of focusing just on the kids who have 20+ and trying to get them up to 30. It's a number of strategies and I would again say it's both. Your schools, and high schools especially, need to be integrating the concepts that the kids are going to see on the exams, whether it be the state test, ACT, or SAT, into their curriculum with extra credit or things like that. But ensure that nothing that they see on that test the day they sit down to take it should be new. The ACT hasn't changed in 60 years. The exact same test you and I took in high school is the same one these students take today. Why have we seen a flat line score for 30 years? It's just saying that we're not learning from our mistakes and making sure our kids have this curriculum in the schools and the test prep they need to succeed.

Dr. Evans: I have four quick comments. Number one, this topic is the number one topic for me tomorrow in our cabinet meeting. What can we do to apply some of the things that Dr. Campbell is bringing to the table? There's no question that we can do better than they're doing with our students now. Comment number two is a quick reminder. 1,700 of our brightest kids leave us and go to Passaic Tech. Let's not forget that. That's no excuse for why the kids we have aren't doing better, but it is an observation. Our better kids leave and go to Tech. 1,700 of them are there now taking the test there, which reflects on their scores and their scores are different from ours. In large measure those are our kids taking the test up there. Number three, I agree with everything Dr. Campbell has mentioned in terms of strategies. Number four, let us not forget that the number one strategy is quality instruction in the classroom every day. That's the number one strategy for improving student achievement overall and test scores. The other strategies, he's right on in terms of the things that need to happen. Tomorrow we're going to be brainstorming how we can not only address this issue with ACT, but we're going to be looking at the PARCC scores at the elementary level, identifying where strengths and weaknesses are obvious, and developing some things for our assistant superintendents, Ms. Peron, and her staff to do with our principals and ultimately our teachers to improve scores.

Comm. Irving: Dr. Evans, let me just give one general overview. I think what Dr. Campbell has presented to us is the entire justification that we need to be able to go to the Commissioner and Governor's office to be able to say this is why the rightful funding of our district is so critical and important. Aside from plateauing, just look at the performance data. If we are to be a district which is innovative and to put the initiative that we really need, taking kids from 14 to 19, that's going to take some aggressive work. It can happen. It's happened in many case studies that I've read about in my work and that I'm sure you've read about in your work as well. But it certainly requires resources, time, and effort. We can't let the Superintendent from Newark and Camden complain to the Commissioner that we need more support and funds without us going

there as well. I'm a firm believer in going with the data and using the data as justification to say here are four or five key goals over the next two or three years and this is why we have to be able to meet those goals. While the PARCC data tells us that students are improving slightly, there's other data telling us that while we're getting that together we're losing other kids in the process and we have to be able to catch up to them.

Dr. Evans: I would agree. I've said this before and I'll say it again. Every meeting I have with the Commissioner I make clear we need more funding. I make that crystal clear.

Comm. Irving: I think there has to be a much stronger strategy than just you going. With all due respect, you will communicate that very differently than Dr. Hodges will communicate that or how I will given your role and your position. I think that a united front and having that conversation is critical.

Comm. Hodges: Dr. Evans, you said I was wrong when I mentioned we were plateauing. You're absolutely right. We're going the other way. With all due respect to the considerable skills of Dr. Campbell, this bespeaks a more concerning problem than just lack of test prep. This speaks to some fundamental lack of education. You have 17% and you've gone down to 15.4%. We're not talking physics here. We're not talking calculus. We're talking biology. As a biology major, it can be tough, but generally it isn't. A lot more than how we can do better on the test has to be discussed tomorrow. I'm somewhat shocked at this. It's not just that we don't have the curriculum in place. That's not enough anymore. There are some fundamental problems that we're not addressing. You cannot have scores like this. I hate to mimic some of the things that people who want to deny us money say, but we have poured a lot of money into this and these kinds of returns are unacceptable at this particular point in time. This really is. I don't know how you can go to the Commissioner and tell him that more money is going to do anything about 21% in a biology test. I don't know what you say to her. You can't say we need money for test prep because she would laugh at you. I would laugh at you. This is not going to be fixed by test prep. It just isn't. I'd like to know what areas we are having the most trouble with. I suspect that literacy and comprehension is going to be a problem. Then I want to know what you plan to do, particularly in the early grades. That's where the real issue is. The kids aren't going to read to learn if they don't learn to read. That's why I'd like to know what's going to be done about that. We had asked several years ago for a 65% passage of the proficiency test in reading by kindergarten. We still don't have that. If you don't have that, then you're not going to get here. The other thing is there are new approaches which we had talked about, such as changing our classrooms so they become learning centers with maker experiences and other hands-on which should be moving to the FOSS. Now these kids become engaged at a different level on their own and are drawn into learning individually, those kinds of experiences, moving those up. I'm really hurt by what I'm looking at here, particularly because this is my major. I'll just tell you in all the years before I got into medical school I never studied biology. I studied physics. I didn't crack the biology book one time. I looked at chemistry and physics, but I never touched biology. It was just so self-explanatory it didn't require you to review it. It just didn't. That's just for me. So if we're not able to do this, then how are you going to handle more complex sciences like chemistry because of the math and certainly physics? I'd really like to make sure that we have some sort of new approach to working on early childhood. That extends down to the preschool. We're going to have to enhance our demands on what they produce. I don't think you have any choice. You've got to do something in those first two years in the first and second grades. My expectation really is that after two years of preschool they have to have more than just emergent reading. Then do something to

ensure that in kindergarten and first grade you're producing readers. There's no excuse not to. There really isn't. That's where we're falling down. If you look at the NJASK scores they say the same thing. I'm going to stop right there.

Comm. Kerr: What this says to me is that we are in some serious trouble here when you only have 4% of your students ready for college. I want to echo some of what President Irving said that we are really in need of....(End of File A) (Beginning of File B)....in some of our high school. I had a discussion with one of the principals of the high school. I'm not going to mention any names right now. I was told that a large population of that student body was reading at a second grade level. I know we have real problems in the district. I was answering some questions from Joe Malinconico regarding the elections, what you'd recommend, and I stated there that we need to expand in this district reading specialists. One of the things a principal said to me is that there is more reading in math. If you can't read, you can't do math. You have to be able to read. It's very important that we go back to basics and make sure that we just don't get kids fly through the grades without getting a real grasp of the fundamentals and the mechanics of how to enumerate, read, write, and comprehend effectively. I think that's where we have to go back to the basics. All of that is going to take some resources. I support the recommendation of President Irving. We need to get to Trenton and bring the heaviest voices that you can find in this district to go there and present our case. It is a grave situation right now.

Comm. Irving: Comm. Kerr, I agree. Again, there's too much at stake in this budget cycle to not go loaded with the Superintendent, one representative from the Board, Dr. Campbell, our Deputy Superintendent, and chief academic officer to be able to say here's where we are, here's where we've been, and here's where we're going as a district if we continue this process. We all know all too well the realities of what next year is going to look like if we're just flat-funded. If we're getting the same amount we're getting now, we're dead in the water. That is the honest to god truth. There are going to be decisions made that are going to absolutely set this district back maybe five or ten years. Even a new Governor might not be able to repair that.

Comm. Mimms: I agree with everything that's been said. This is why this data is so important. When you want to present a case for funding they need to see something. When they see the plummeting numbers that we see here it desires attention to provide some type of intervention. There are a few things that listed. One, I would love to see trends of what we look like compared to urban districts of our size. I see what the state looks like and what we look like as a district, but I would like to see a comparison of other districts of our size and also the variances between the two or three. Also, some best practices. I know Dr. Evans said tomorrow there's a cabinet meeting. Why do we have to reinvent the wheel? If there are some best practices that are already out there from other districts from previous years that they used, they've identified, and it has worked for their district to improve numbers, I'm not sure. If there are, we can take some of those best practices, model it, create our own, and then they probably will use ours in the future. Those are the types of cases so when we go to present this in Trenton we have the data, our comparison to the state, our comparison to other districts, and some best practices. Then we present the case to say this is what we look like and here are some things we would like to do, but we need funding and this is what it will cost to get it done. When we present our case we're not just presenting an empty case and then they tell us to go get it done with nothing. When we present it we have the full plethora of what we need. There are different dynamics. There's curriculum. There's a pedagogy curve. There's professional development that's needed for the teachers. Then we need to increase parent participation. All of those things have to be inclusive in this plan. With the numbers that we have, not just getting the data, we need

to present an analysis for two to three years of how we're going to get to these goals and what are the goals. Are they attainable goals that we can get to within two to three years? What are the goals? How are we going to get there in comparison to where we are presently? It presents a case. We don't want to just go to Trenton holding picket signs and yelling. We have to make sure when we go to Trenton we have this data which is a good start. We want to have the data that compares us to other urban districts and what the state looks like, some benchmarks, and look at some case studies that other people have done, and some of the data that you've already utilized. You're here so we can use you as a case because you're here. You came from Michigan, so we can look at some of the things that you did and what happened in that. That can be a part of this case study. Then we can have some focus groups and include some parents and students to talk about the learning curves starting earlier than later. We can make sure phonics, note taking, and penmanship is back in the curriculum, which were some of the things we've been pushing for. Also, making sure that at pre-k, kindergarten, and first grade level we're already getting them prepared in their mind. Even now with high school students or eighth graders they're looking to apply for college. They had a big fair on the first. Kids are starting to apply. Most of the parents are believing that they're looking at the seventh or eighth grades, but it's really sixth to eighth. But if they don't know that, they're behind the ball. They don't get the opportunities as some other parents that know what to do. As a district we have to make sure that we send out data, get our parents up to speed, bring them to the table, and have meetings with them. But if we make sure this data is real clear to us and then clear to the state, I think they will provide us some extra money to help us fund and to provide the pedagogy that's needed to our district.

Comm. Hodges: I wish I were as optimistic as you. I just don't think they care whether or not we do well. I think it supports their narrative if we don't, which is part of the problem. Then they can push charter schools and say that they can do better. I don't know how many thousands of classrooms we have in the district. We have potential laboratories for testing out instructional designs here and we ought to be utilizing the classrooms for that purpose. I don't have to point out to you that there are different approaches to teaching that are emerging across the nation and some of those things should be happening here to find out whether or not they offer us any possibilities of improvement. Certainly, what you're really looking for is more engagement on the part of the students and so creating an environment where education is far more enticing and attractive to them. We have to build classrooms that present that model and opportunity for our students. Obviously what we're doing now just hasn't worked in the 14 years that I've been here. We've gone through all different kinds of phases, approaches, and designs and we're still here. We're not where we were when we came in, which is the absolute truth, and thank god for that, but the state is still moving away and so we cannot live with that. I don't expect any money from the state, I really don't. What's going to happen with the new state tax is you have the gas lien tax. The state tax is removing \$500 million from your budget in two years. When the new Governor comes in they're going to have \$500 million less than they have now. Saying we need help, they may like to do it, but they're not going to have the money. So we're going to have to do it. We're going to have to find a way to come up with a means to address some of these issues in a significant manner. We have to go to our classrooms, make our teachers and principals innovators, and have them look at what the literature is saying. How do you transform using the resources we have now? You have kids in less developed countries that are doing better than we are without all the resources that we have. I hate to say it, but that's the truth. They're coming in better prepared than our children are in not only their language, but ours. They're beating our kids educationally at the end of twelve years. We have to find a way to figure out what they're doing and what we're not. That's what you should be talking about at some

point. That should be part of your planning. How do we remodel our classrooms to make them far more effective than they are? How do we bring the curriculum alive for these students? These are not 1960 kids anymore or that environment anymore. Their minds have so many more distractions and you have to find a way to capture it and inspire them to learn. Clearly we're not doing that. There's an opportunity with science to really draw kids in across the curriculum because it's exciting. There are so many things that can capture your imagination and you have places to explore and to entice a kid to explore in science. If we're failing them in science, social studies is repetitious, even though history to me is fascinating. But this is science and we're not getting them there. So if you're not getting them in science, what's going to cause them to become excited about school if not science? That's what I think we need to really do. I certainly have no problem going down and asking for money. I do that on a routine basis. It's not just for a time. I think that we have to do some things more in those thousands of classrooms that we have to try to find solutions here and try different things in different places and turn our principals and teachers loose in how they teach. There are lots of models out there and we should be seeing them all over our district and deciding which ones work. Thank you.

*Comm. Irving leaves the meeting at 7:50 p.m.

Comm. Cleaves: I agree with what Dr. Hodges is saying. I think one of our biggest problems is our teachers are being pigeonholed to teach to these standardized tests which frightens anybody. We all have taken them and know when we sit in front to take a standardized test how we can freeze up. As Dr. Campbell said, if a student sits down and that first question that student sees on that test is not something that was taught to them, their whole psyche now is thrown out of whack. We have to get back to letting teachers teach our students and teaching basics and across the board, and stop teaching for these tests because they are not real life and not what's going to make them productive people. It's then being knowledgeable of the information that's being taught to them properly that they can carry on throughout the rest of their life. Dr. Hodges is always telling us about his experiences and going back to his childhood because he was taught. The things that he was taught he remembers because he was taught them. Our children are being taught to take a test and that's where we're failing them. We have to get back to letting the teachers be creative and innovative in reaching the students.

Comm. Mimms: One of the things I think is missing is the reemphasis on core competency or back to basics such as phonics, algebraic equations, and chemical equations. Maybe there needs to be a going backwards and every once in a while we're adding that to what they're learning. When they're taking these scores there are certain formulas that can be utilized for them to pass. When you're taking these tests there are formulas that you can pass to get high scores. There are formulas for SAT. If we're not aware of that, even as educators, we've already missed the mark. I'm quite sure you're aware of them. There are ways that if you integrate this into the educational process for our kids these scores will change. You have to ensure that there's professional development that is presented to our administrative team and those types of things. So when they're going through taking a test they're not like, "Oh, my god. What is it?" They'll remember those strategies. We have to include strategic planning into our quality instruction to ensure that these formulas are almost like a day-to-day part of their instruction, that they know the strategies, and what will happen with these tests. Even though I know we have these tests, they're mandated. It's not like we can pull them away. They're mandated. Now that we know they're there, how do we still teach our kids and still have them excel with tests in place? That's by integrating into our quality education those strategies into our day-to-day instructional time, making the

correlation between art and music, and allowing music to be mandated from your level as a Superintendent through each principal. The principal has the autonomy in their building to say, "I don't want to put the money on music. I don't want a music teacher." But if it's mandated and they understand how music and art allows the educational process to increase, then every school will see the importance of having a music teacher and an art teacher in it. A lot of people don't know that they talk about how music and art is not in there, but the autonomy has been up to the principal. That has to be a mandate or a push from the Superintendent level down to the principals so they include that in their budget items to ensure that music and art is there and understand that if you have these items in your daily instruction this is what will happen, this is how it will improve, and this is how the kids will learn. They'll understand counting notes, staves, and clefs. They'll understand how that helps them to read, add, subtract, and multiply. Those are just different pedagogy strategies, but I think if we include them in the quality instruction not only will we reeducate our children, but we will provide them with a thorough and efficient education.

Comm. Kerr: Thank you, Comm. Mimms. I think you have nicely wrapped that up. However, I just want to make an observation here about what Dr. Hodges said. I hope that he's not saying that by just reorganizing the classrooms that could be done at the exclusion of getting more resources to complete that process. I hope that's not what you were saying. I don't care what we organize and how we organize it, we definitely need more resources to make it happen. Comm. Mimms just spoke about music and the arts. That's not too common in our district. Those are the things that need to be here. Once you get the kids interested, they will move on. But what is happening is they're just playing like in a parking lot. It's just hard cold ground there. There's nothing to inspire the imagination. We need more of our parents to be involved at the school level. Parents should really own that building. We have to find a way to get parents to start coming to PTA meetings and finding ways how to make that school work. We have to be drivers on that. I don't know if we are right now, but I think it's necessary for us to do. I would break it down to going to Trenton and letting them know that we need some more resources. It's not just that they're going to give us more resources. It's some of the demand that they are placing on the district right now that are draining the resources. They may put a stop on it and help us in that area. We still need to express how difficult it is for us to deliver the kind of education that we need in this district that's comparable to the quality that you'll see in Hawthorne, Elmwood Park, and all those surrounding districts. We need to make our case, Dr. Evans, and you need to also find a way of maximizing whatever dollar we have to make sure that it stretches to the farthest point in our district. There is nothing that should be left on the table in terms of how we go about reorganizing.

Comm. Hodges: Let me disabuse my colleague of the notion that I am in any way suggesting that we have enough money. That is not what I'm saying at all. Clearly we don't. In fact, even what I was talking about will cost more money because of the need for new equipment and training for teachers on how to do these things. I heartedly embrace what Comm. Mimms was talking about. At this last training session in Atlantic City I went into a program where they talked about music and art and how art is an expression of what you learn in the classroom in many cases. It makes the material real to you. When you have that, it supplements the curriculum. For the child it can be a window into what they're actually learning. When they don't have that, that ability to connect with the curriculum through art and music, it may in fact be one of the reasons why we're not maintaining their engagement and not being able to see the kinds of outcomes that we're looking for. What I am suggesting is that there are other approaches out there and we're seeing some of them, like the 4Cs, changing the classrooms around so that they are not just lecturing the students but they're assisting

them in their self-exploration and via that process they learn. They're drawn into answering a question or a set of questions that one solution leads to another set of questions. That causes the student to say, "How do I do that? Here, this is how you do it." The teacher becomes less of a person who's standing there giving a monologue, as opposed to someone who's facilitating the educational experience. That's what you want. Those kinds of things we should be looking at and trying to test. That's what I'm saying. While I will certainly be there screaming, yelling, and kicking about the lack of funding and how we need more, I think that I'm going to do everything I can with what we have to try to get the best possible result in the interim. We don't have much choice in that right now. That's all I'm saying. I don't want to suggest that we should just make do. You have to fight for every penny because all these things are going to take more money. However, we just can't stand still and throw up our hands. We really have to reach out and look at other areas and try to bring some of those successful approaches here and test them out in a 1,000 classrooms at least. We should have the opportunity to test some of these things out and try to find ways to capture the students' imaginations. We're not doing it. If you're not doing it in science, I don't know where you go if you can't get it in science. That's what kids usually perk up for. This is time after time here. We don't teach science well. Our labs are not well stocked. They're not well utilized. It's like an afterthought here. I am surprised with the reality of it, but I'm not surprised that it is where it is given how we teach science in this district or how we don't. That's what I'm trying to say. We obviously need more money, but we need to change our focus and take the opportunity of a 1,000 classrooms and test out some things. Make them laboratories for teaching and try to get some improved performances out of students.

Comm. Rivera: I just want to add a request. I know we've been underfunded for quite some time, but the presentation that was given to us is basically a comparison of the last two years. I'm just a little curious to see how all these cuts have been affecting our students' performance from a period of the last five years. I'm just curious. I just want to see. I can see how we've been affected from last year to this year, but I just want to see if I can see a trend in what's been going on in this district. I'm just curious. Instead of seeing a report that shows two years, I want to see at least five. Even if it's just the total percentage, I just need to see that.

Comm. Hodges: That should be available because we've noticed that trend over the last several years. It's been commented on over time. It should be available to you.

Comm. Rivera: It would just be another tool to prove our case. So, I just want to see it.

Dr. Evans: The only subject we can do that in right now is science. PARCC has only been around for two years. Before then it was NJASK and HSPA. Science has been around. That could happen. We could do that with science.

Comm. Cleaves: Do you have another presentation, Dr. Evans?

*Comm. Rivera leaves the meeting at 8:00 p.m.

Discussion on the Paterson Internal Audit Unit Fixed Assets Review Report

Ms. Daisy Ayala: Good evening, Commissioners. This is basically the internal auditors that we have in the district. They're here by the state. They went out and looked at some of our fixed assets. In the first finding they claim that when they went and looked at the equipment it was invisible to them. It could have been there, but for them to go

further they had to move all that equipment around. The other one was on one or two occasions it wasn't properly coded. When we do a purchase order, the coding is important because if there's anything over \$2,000...

Comm. Cleaves: Excuse me. I don't have five Commissioners at the table. Comm. Rivera or Comm. Hodges, I need one of you back at the table.

Ms. Ayala: In one incident they found four purchase orders of items \$2,000 and greater that have to be capitalized according to the code. That goes directly into the fixed asset module for us to keep track of. The second audit finding was exactly the same as the first. The third audit finding was basically a confirming order, but we knew that was happening back. We've already addressed that issue. We revised the policy. Now what we have to do is keep track of that information. We are keeping track of that information and we will be reporting it shortly to the cabinet members as well as the finance committee. The fourth one was the fixed asset that they couldn't find the bar code. Most of our fixed capital equipment comes into central storage. They utilize a bar code. They put it on and then it's shipped to the location. Again, they couldn't say for sure whether it was there or not, but it was just too much for them to go out of their way to move the equipment around. They didn't want to break anything to see where it was. Sometimes they put it in the back. The other thing they talked about is sometimes they have an inventory list and the equipment could be in the building at School 5, but it's not assigned by classrooms. If you have a projector or big equipment they would have to go into the building and look for it. They want us to kind of say, "Here's the inventory. It's at School 5. It's in Room 105." We're working on that so it can be cleaner for them.

Comm. Cleaves: In your first finding you said that they couldn't find equipment. What equipment are you talking about?

Ms. Ayala: Capital, fixed assets.

Comm. Cleaves: They could not find it?

Ms. Ayala: They couldn't find the bar code. They found the equipment, but they couldn't find the bar code. The bar code tells them exactly where the location is. They saw the equipment, but they couldn't tie it into the inventory list by the bar code number. Sometimes the equipment could be against the wall and the bar code could be in the back.

Comm. Cleaves: Is that it for your presentation?

Ms. Ayala: Yes. There's really no significant finding, except the confirming orders.

Comm. Mimms: How often do we do our own internal audit before someone else comes in to tell us what's needed?

Ms. Ayala: We try to do it twice a year before the auditors come in. If you were to go in right now, there are two schools, Hani Awadallah School and School 16, whose capital inventory equipment won't show in our books because we haven't received the documentation yet from the state. If we got an audit right now those schools would not show in our fixed asset module. That would be a timing issue, but the accounting department ties in. We have a new manager at central storage and he knows that that's one of the first things he's going to clean up.

Comm. Mimms: With all the findings, what is the remediation plan? Is there a timeline?

Ms. Ayala: Right now, I'm up to 5,000 purchase orders. Out of 5,000 they found four. Basically it's human error sometimes. I don't think we can ever not have human error. There's no fraud. Everything is accounted for. There are no significant findings whatsoever.

Comm. Kerr: I know the confirming order is not a human error. Whenever you have a confirming order, it's deliberate. Somebody is trying to circumvent the system in place. Can you say how it was originated and who is responsible? I believe the Board has a policy.

Ms. Ayala: That was in 2014-2015. You're absolutely right. The Board did have a policy. We revised the policy. This is prior to that. If you look at the audit, it's for 2014-2015.

Comm. Kerr: Okay.

REPORT OF STATE DISTRICT SUPERINTENDENT

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

Comm. Hodges: Dr. Evans, you said that you were going to comment on the missed...

Dr. Evans: The SROs, to state what's already known. I recall sending a memorandum to the Board probably three weeks ago.

Comm. Cleaves: In October.

Dr. Evans: Indicating that I had a meeting with the Mayor and the police director and they shared information regarding a proposed SRO program or initiative. We reviewed it and as I made no secret about it I favor SROs over traditional police if we're going to have them in our schools because they actually teach and do other things to develop relationships and help kids if we're going to have that kind of a presence in our schools. They are trained to be in schools and they just happen to be policemen as well. I indicated to the Mayor that I support the SRO model, but two things need to happen. Number one, the Board operations committee needs to hear the proposal. I think I wrote that in the memorandum. There were two programs in there. I asked Jim Smith to research both, the Cops, Inc. and the SRO model, and be prepared to share his opinion with the Board's operation committee. That's the way we left it. In the comments that were in the newspaper sometimes things don't get included, but that's what really happened.

Comm. Kerr: I was really surprised to be at that meeting last night and hearing the Mayor reading out a resolution – it was an actual resolution to the council – and not hearing a discussion here from this Board. I understand the process. You get it to committee, they look at it, you get it out of committee, and then the entire Board looks at it.

Dr. Evans: I should have added that the committee hadn't looked at it yet.

Comm. Kerr: I'm saying that should have been the process. But for you to present something and there's another partner that needs to look at the same document to say we are in sync here was a little bit disconcerting. We just reduced our security staff by

89 personnel. I'm sure not everybody in that number was getting \$33,000 a year. This is a start. It would cost us over \$500,000 to support that plan.

Dr. Evans: I neglected to say in my comments a moment ago we don't have the money.

Comm. Kerr: Sitting here I know that we argued over the fact that we do not have adequate nurses in our schools. So I'm saying how could we possibly consummate a deal like that when we don't have adequate nurses in our schools? We had our kids go play games without a secondary insurance coverage because we don't have the money.

Dr. Evans: To be fair, it wasn't as simple as us getting the money and doing it. The Mayor actually proposed more than that. I don't want to get into a discussion tonight because you all really need to receive the proposal. The committee needs to look at it and we should follow our own processes. Even if others don't, we need to follow our own processes.

Comm. Kerr: Let me tell you what I got from the meeting. The Mayor is arranging or trying to structure his own thing. He does not have the resources to do it and therefore he wants to leverage this school district. We just had to raise \$5 million from the public to support our budget. What are we going to do next year? It's a problem and we should tell the Mayor that's not the approach he should be taking.

Comm. Mimms: To your defense, I know sometimes we're hard on you but I have to defend you this time. There was an email that was sent out on October 18 at 1:02 p.m. to every Board member. When this note went on Facebook, I commented and I called the person and said let me talk to you. I didn't want to go into discussion with the person. I asked them to call me because they're not on the Board and it wasn't for open discussion to the public. I spoke to an individual and then I spoke to two Board members and I alerted them to the fact that there was an internal memorandum and I put who it came from just in case they needed to search and see. But there was a memorandum that all Board members received. It was 13 pages. There's an actual email which is a page and a half. Then there's a packet of the proposal, which is 11 pages. In totality, there are 13 pages. We did get it as a Board to read. To your defense, there was a conversation that you had with the Mayor of the city. There was no definitive. The Mayor was alluding to a grant with time sensitivity to that information. What you said in that letter was this has to go through proper procedures and through operations. I'm on the operations committee and that's why I chose to defend it from the beginning. Number one, it was not factual information on Facebook. Secondly, I'm on the operations committee. So I said let me defend it from both sides because I read the entire packet when it first was sent. When I saw it in Facebook, I said I just read this so it can't be that we didn't see. We just didn't vet it. So I said let me just bring that to a place. We did get that email on October 18 at 1:02 p.m. Whether it was read by everyone, I can't answer that for the nine Board members. I read it. That's why I stepped up and said something. Our operations committee meeting was rescheduled so we didn't have an opportunity to discuss it. If we would have had our meeting we probably would have discussed it, but we have not met yet. When we have our meeting, if it's still on the table – I'm quite sure President Irving chairs it – we will go into that discussion and then we will follow procedure to bring it to the Board. It was presented to us. It's not that it was definitive on this side. I'm not saying what they've done on their side because I'm not in City Hall. That's not my position. My position is School Board. But when I see something on our end that we're saying we don't know and all that, I have to step up to say that's actually not true because it was presented to this Board almost two and a half weeks ago. You presented the steps to the Mayor in that letter and it's very clear. You were clear and precise in that letter. These are the

steps. We don't have money. All of that was in the letter. When I heard it last night this is what I did. It was on Facebook and I put, "It's not true and I'm going to call you." That's what happened. We had a discussion and then I spoke to a couple of Board members to just let them go to their email to go in and pull it and take the time to read that packet because it was presented to us. What's going to happen with it as a Board, we have to get it in operations first. Then after it goes through our operations committee we will present it with a lot of questions. Mine is highlighted and has questions all over it, but we didn't have time to talk about it. When that time comes I'm very sure in operations we will do our vetting in that committee and then present it to the Board. What was done on that side I'm not sure, but if we didn't do our side there can't be an agreement because we have to do what we need to do. I wanted to bring that clarity to the open because it was in the newspaper. We got this article in the newspaper when we had not vetted it. If I was at City Hall last night I would have said the Board has not vetted it but we have the information. It was not vetted. That way there would be no comments or community uproar about something that we had not vetted. We had the information. I want that to be clear. We all have it. We got it on October 18 at 1:02 in the afternoon. When I heard people say they didn't know is when I said wait a minute. We all have it. It just wasn't vetted and the procedure of vetting it was not done at that moment. I just wanted to bring that clarity because it was out to the public. When things are out to the public that are not factual, I'm going to step in as a Board member or a community leader and clarify it to defend this district. That's what I did.

Comm. Hodges: I was approached by a reporter and the original statement to me was, "Have you discussed this?" I said no. Not whether you had seen it, but it was, "Have you discussed this as a Board?" We said no. Furthermore, we don't have any money. I don't know what you saw on Facebook or whatever. It was about had we discussed this as a Board. Clearly, my concern would have been how do we proceed with curriculum when you're going to spend \$500,000 for security? So clearly I'm going to react as I did. I was quite surprised and the poor Superintendent couldn't get any sleep because I was on the phone with him and texting him. How are we doing this when we don't have any money? That was the conversation. I wasn't worried about seeing it. I was worried about its existence at all given the fact that the state of the district is what it is. The Mayor was proceeding the way he was with an extensive discussion and presentation to the council without any clear indication that the district was going to be able to move forward with this. We couldn't provide input at that particular point in time because we're didn't have any money. That was the discussion and the conversation between the Superintendent and myself was just that, how are we moving forward with this, where is this coming from, and we don't have the money. The Superintendent said to me last night that he was trying to reach out to the Mayor at that particular point in time, but the Mayor wasn't taking any phone calls. That's what actually happened. I don't know what appeared on Facebook. That's what actually took place and our exchanges were along those lines. In terms of not seeing it, I had not seen it. I think I have 72,000 emails at the moment so I don't always get those right away. That was my primary concern, the funding issue, which I've maintained and presumably was why I was approached with that particular question.

Comm. Mimms: The comment on Facebook alluded to us not knowing anything and that was not true.

Comm. Cleaves: There was also a video showing the conversation. It was taken out of context.

Comm. Mimms: And your letter was clear and concise to the fact that these are the procedures and policies and this is what we need to do. That was my thing. I didn't want to go into a full disclosure because we had not done our due diligence and processes. I wanted to defend that it was only conversation. Even the memorandum said it was a conversation. It didn't even say agreement. It just said conversation.

Comm. Cleaves: Commissioners, we need to move on because I'm not sure if the young lady is on the agenda for the public portion to speak. It's getting late and I need her to go home because she has school tomorrow. Is there anymore on this topic with Dr. Evans about the SROs?

Comm. Hodges: I know the operations committee is still looking at it. To what end I don't know since we don't have any money. I'm just wondering what the Mayor's current understanding is.

Comm. Cleaves: If he can answer for the Mayor...

Comm. Hodges: He was given the understanding by the Superintendent of Schools.

Dr. Evans: He attempted to clarify his comments in the meeting last night and echoed exactly what that memorandum said. He understood what the situation was but he wanted to get it in front of the council anyway so they can at least begin to think about it.

Comm. Cleaves: His process is different than ours.

Comm. Redmon: We really can't say what the Mayor was going to do because it looked like he jumped the gun. Even though we had the information, it was not presented to the committee like it was supposed to be. We can't defend what he did. The council members have to take that up with their Mayor. We can't answer what he knew, what he did not know, and what his plan was. As the Board we should stick to our regulations and policies to go forward. That's the best thing I think we should do at this moment.

Comm. Mimms: And we have to make sure we note that the operations committee meeting was rescheduled. If we would have had that meeting we would have had a discussion before the council meeting. We have to note that because we would have had a meeting prior to the council meeting yesterday, but our meeting was rescheduled.

Comm. Kerr: The concern that was expressed last night is that that document never came out of committee to the full Board. We knew that operations did not meet to look at it because had that been done, then it would have been presented to the full Board and we would all be briefed regarding the document.

Comm. Cleaves: We still would have gotten the information after the fact because our meeting happened to be today and the City Council meeting was yesterday. It still would have been a shock to those who are not on operations to hear the conversation from the council. It would have come to us through committee, which we would not have gotten until today anyway.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Comm. Cleaves: Comm. Irving gives his apology, but he got sick so that's why he left.

Ms. Doris Pagan: Good evening Superintendent and Commissioners. My name is Doris Pagan from Paterson Education Fund. I understand that you haven't discussed anything yet. You still have to go through your procedures. Obviously, we read what was on Facebook and put something together. I just want to put it out there so that you can think about it. At a time when thousands of communities are campaigning to remove police officers from schools, Paterson is sadly contemplating adding more. The Dignity in Schools campaign has developed counselors not cops policy recommendations to end the regular presence of law enforcement in schools. This set of policy recommendations calls on schools, districts, states, and federal policy-makers to remove any law enforcement assigned to be present on a regular basis in schools. These recommendations build on the Dignity in Schools model code on education and dignity and are based on best practices, research, and experiences of students, parents, intervention workers, peace builders, and educators from around the country and on a human rights framework for schools. They're designed so that communities and policy-makers can identify specific areas of concern and implement the recommended language, including changing laws and policies, while taking into account the diverse needs and characteristics of individual communities such as ours. Instead of armed police officers or school safety officers, we're calling on Paterson Public Schools to create safe schools through positive safety and discipline measures. Let's invest in school staff trained to ensure safe and positive school climates, such as community intervention workers, peace builders, behavior interventionists, transformative or restorative justice coordinators, school aides, counselors, and other support staff that prevent and address safety concerns and conflicts. Additionally, school security guards should be trained to deescalate volatile situations before turning our children over to the justice system. These trained staff should monitor school entrances and ensure a welcoming environment, respond to the root causes of conflict and disruptive behaviors, prevent and intervene to stop inter-group and inter-ethnic tension, and address students' needs. On those rare occasions when it is appropriate for law enforcement to enter school buildings, there should be agreements with police departments that limit the cases when law enforcement can be called into a school, with particular safeguards in place to ensure students' rights to education and dignity are protected in addition to their constitutional rights to counsel and due process. We reiterate – counselors not cops. Thank you.

Comm. Cleaves: Can you give a copy of that to Cheryl?

Ms. Pagan: I'm going to put it up on our site with a blog so I can send it to her.

Ms. Marcella Simadiris: Peace and blessings. Marcella Simadiris, Dr. Frank Napier Academy School 4. I appreciate you saying that, Comm. Cleaves. I often come up here and I want to suggest that on your sign-in sheet you ask whether speakers are students and that you call students first all the time so that they can get home. There are 20 million things in my brain and I never get to it. I heard your piece, Dr. Hodges, on the makerspaces. I just became familiar with that when I went to the first ever Urban Ed Camp at Union City High School. I actually met a teacher from Paterson there that is doing it. I was amazed watching all these different things that happen in makerspaces. You can make them space anywhere. Unfortunately, he's leaving our district soon. He doesn't like how he's treated. He doesn't like how the district

functions. It's dysfunctional and he can't tolerate it anymore and he's leaving. I just wanted to say that. I heard your piece, Comm. Kerr, with how we're driving this. The fact of the matter is the state is driving it and they are not interested in relationships. All of that piece with regards to these students achieving, that's not going to happen until we really work on the relationships we have with the community. A lot of the people in the community do not feel welcome in the schools. I think one of the reasons for that is because we're so focused and the priority is on achieving and we're not working on the culture and climate nearly as much. With the whole piece on music and art, we do have suggestions, but all the timeframes that they're putting on it's impossible because their focus is on language arts and math. You might want to rethink all those time requirements. I've received your documents regarding my questions regarding the equity plan. Tonight, I'm only going to go over the piece about the Gifted & Talented. I just want to ask a couple of questions. I see that it says one or more of the content areas. You did say something, Dr. Evans, at that dignity session that PEF gave with regards to Gifted & Talented children. In this it says one or more. They can be gifted in just one area. I just wanted to stress that because what I'm seeing is students who aren't reaching the bar in multiple areas. The thing about it is that in your equity plan it says ensure that minority and female students are not underrepresented in Gifted & Talented or accelerated advanced courses. So when you look up the word ensure that means to make certain something shall occur. That requires intention. My numbers are different. You say 19% black for 2015-2016. I got 13%, but I'm not this math person. I have forwarded all of you an Excel spreadsheet. It has three sheets – one is the state with all the schools, the second sheet is Dr. Frank Napier's demographics, and the third sheet is School 28 if you want to do the math and look at it. I got 13% and our district demographic is 29%. School 28 Gifted & Talented program should reflect 29% and that's going to require some intention. When you look at the selection process it's done by the selection committee from that school that is trained in Gifted & Talented education. I'm just wondering if we can have the names of those committee members and really have a discussion with them regarding being intentional. I know we have Mr. Chowdhury from the parent engagement department that does a lot of stuff with robotics. We would love to see him come down to Dr. Frank Napier Academy School 4 because it's when we start engaging them at those young ages and making them realize that this is something that's fun and that they can have an interest in. When you go into high school we're not really seeing our black males involved in those types of programs. If we want them to be involved in them we have to be intentional. There's a whole bunch of other stuff, but I'm going to let Autumn come to the microphone. She's a little nervous. Every time she comes up here she's going to remind you and it's practice. I told her I'm nervous sometimes and I used to be really nervous, but the more you come up here you get used to it. This is Comm. Redmon right there. That's Comm. Mimms. Comm. Cleaves, Dr. Evans, Deputy Superintendent Shafer, that's the lawyer, that's Comm. Kerr and Comm. Hodges. This is an awesome fifth grader.

Comm. Cleaves: There are less people in the room today than the last time you spoke. So you ought to be a pro at this.

Ms. Autumn Mottley: Hi. I am back. Some of you don't know my name. My name is Autumn Mottley. At the other meeting, I said something about my playground. The pull-up bar is too high and there are holes on the ground. Three days later one of the teachers fell because there was a crack on the ground. She had to go to the hospital and some of the kids were laughing at her. Ms. Simadiris and I were saying it's not funny because she got really hurt.

Ms. Simadiris: They were laughing? I didn't see anybody laughing. I thought they were good. Do you want to show them the picture? It's just scale to let you see how high the pull-up bar is. Autumn, what happened this morning?

Ms. Mottley: She was exercising and then she ran up to the pull-up bar and got it. I was telling her to pull up but she couldn't because it was too hard.

Ms. Simadiris: My next goal is I have to get my chin to the bar. My first goal was met. I reached the bar today. If you guys ever get to the bottom of how that happens, how the grant that we acquired to get the new playground equipment, how it fell through the cracks, and who was responsible for choosing that equipment, that would be awesome because I've asking for that information since last year. We want to make sure that the people who are handling the grants for the new schools this year that same stuff doesn't happen. Thank you. Autumn, I just want to say you're awesome. You're always awesome. It doesn't matter. You can be nervous a little bit. Everybody is nervous. It takes a lot of courage to come up to this microphone. Adults don't come up to this microphone. You're awesome.

Comm. Cleaves: Thank you, Autumn.

Mr. Corey Teague: Good evening. I'm a little under the weather. I did hear some conversation about two things. One was about going down to Trenton and speaking up with regards to the underfunding. I was down there today and there was a conversation taking place about charter schools and new regulations. I had the opportunity to testify in front of the State Board. I continue to bring up that word, illegal underfunding. The Governor is illegally underfunding Paterson Public Schools. The vice president of the board there said, "Do you mean underfunding?" I said no, illegally underfunding. I wanted to make sure that was on the record. As I told him, they are required to provide every single student with a thorough and efficient education. To do so is unconstitutional. I spoke about the two different schools, the charter schools and the public schools. I guess the law will be online soon. It's a pretty drawn out thing. With regards to last night, there was a part that was left out. I did text Comm. Mimms a copy of the resolution that the Mayor was talking about. In this particular resolution there's no mention of any grants or anything. He was basically touting this resolution as if it was just going to go through, we're going to have a meeting with the Board, and everything is going to be fine. The price tag that he has here for each office, you multiply that by the amount of officers, we're talking \$1.6 million roughly. We just had a conversation. I just heard you all talk about the lack of funding. My concern was how can you afford this? That's what my concern was. I was told that no money would come from the district, but that's not what's here. I don't know the ins and outs of what's going on with operations, but what's written here says that the city would cover the benefits and the school district would cover the salaries. That is why Dr. Hodges said, "No. I'm getting on the phone with Dr. Evans right now and we're going to straighten this out." Dr. Evans called him back and he got on microphone and let them know he spoke to Dr. Evans and this is a no-go. We do not have money. There is a freeze on all of those projects. It is not going to happen. That was the concern. I asked him if he heard anything about this and at the time he was on the phone with Dr. Evans. I heard no. I started live streaming and I said apparently the Board didn't even know about this. I live streamed it so they could see what was going on. I didn't put together an edited video or anything. It was a live stream and the Mayor was sitting there just touting this new plan that he had and saying how wonderful it was going to be to have more cops in the schools. That's why when I was in Trenton today on my way to the State Department of Education I stopped in front of the state prison there on the corner and did a video to show people about the school-to-prison pipeline. We don't need to have more police in

the schools. As the young lady said last night, we don't need more resource officers. We need more resources. The only way that's going to happen is if they fund us properly. What I need to know is do we have the money to afford this. I didn't see any grant in that discussion and he did not mention any grant. As a matter of fact, Councilman Morris asked him how we were going to be able to fund this if things go awry. He had nothing to say. He had no plan. All he knew according to him is that they were going to cover the benefits and the district was going to be stuck with everything else. Have a good night.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 2

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

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

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

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Susana Peron	Promise Neighborhoods National Network Conference	November 14-16, 2016	\$1,133.94 (transportation, lodging, meals)
Assistant Superintendent/ Academic Services	Arlington, VA		
Beatriz Quiroz	Promise Neighborhoods National Network Conference	November 14-16- 2016	\$1,108.94 (transportation, lodging, meals)
Budget Analyst/Academic Services	Arlington, VA		
Stacey Johnson and 26 District Speech Pathologists	American Speech Language Hearing Association Webinars (3): Ethics, No More Meltdowns and Tools for Assessing	December 9, 2016 February 3, 2017 March 10, 2017	\$777.00 (registration)
Speech Pathologists/ Special Education	Paterson, NJ (Webinar)		
Stacey Johnson and 26 District Speech Pathologists	American Speech Language Hearing Association Webinar: Workload Success Stories	March 10, 2017	\$2,064.00 (registration)

Speech Pathologists/Special Education	Paterson, NJ (Webinar)		
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TOTAL CONFERENCES: 4
TOTAL AMOUNT: \$5,083.88

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 3

Whereas, the districts' Brighter Futures Strategic Plan's first priority is to provide Effective Academic Programs, the Division of Academic Services/Special Programs recognizes that field trips are supplemental supports for essential concept acquisition of instructional programs, and

Whereas, field trips afford students a firsthand educational experience that is not available in the classroom, and

Whereas, the Assistant Superintendents have approved/recommended the addition of the attached field trip locations;

Therefore Be It Resolved, the Paterson Board of Education accepts the attached list of approved destinations as appropriate field trip sites for the students of the Paterson Public Schools for the 2016-2017 school year.

It was moved by Comm. Redmon, seconded by Comm. Mimms that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 4

BE IT RESOLVED, that the list of bills and claims dated October 20-21, 2016, beginning with check number 201748 and ending with check number 202130 in the amount of \$14,555,440.31, and payment of bills and claims dated October 27, 2016, beginning with vendor number 50A and ending with vendor number 4000652A in the amount of \$12,866,068.63; and

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

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 5

INTRODUCTION; the Comprehensive Maintenance Plan (CMP) supports the Brighter Futures Strategic Plan for Paterson Schools 2014-2019, Priority II: Creating and Maintaining Healthy School Cultures, Goal 4: Create/Maintain clean and safe schools that meet 21st century learning standards.

Whereas, the Department of Education N.J.A.C. 6A:26-12.1 requires New Jersey School Districts to submit a three-year maintenance plan documenting “required” maintenance activities for each year of its public school facilities; and

Whereas: the required maintenance activities as listed in the attached CMP document for various school facilities of the Paterson Public Schools are consistent with these requirements; and

Whereas: all the past and planned activities are reasonable to keep school facilities open and safe for use or in their original conditions, and to keep their systems warranties valid; and

Whereas: the total cost for the comprehensive maintenance plan for the 2016-2017 school year shall at a minimum be equal to the value of the gross building area multiplied by the current Area Cost Allowance per SF (\$143.00) which equals the building replacement value. The building replacement value is multiplied by 0.2% which is the minimum annual target expenditure and now therefore

Be It Resolved, that the Paterson Public School District hereby authorizes the School Business Administrator to submit the Comprehensive Maintenance Plan for the Paterson Public School District in compliance with the Department of Education requirements to the County Superintendent's Office.

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 6

Whereas, the Paterson Public School District is committed to providing a rigorous academic program for its students.

Whereas, the expansion of Dual Enrollment course offerings at JFK STEM Academy meets the following criteria for the District Bright Futures Strategic Plan: Priority #1 (Effective Academic Programs), Goal #3 (College Preparedness). During the 2016-2017 school year, the following Dual Enrollment courses with the New Jersey Institute of Technology (NJIT) have been added to our rigorous academic program: Dual Enrollment Economics (ECON 265) and Dual Enrollment Pre-Calculus (MATH 110). Students from the other academies at the JFK Complex will also have access to these courses.

Whereas, the program will satisfy the following objectives: supporting students in heightening their awareness of college-level course requirements, lessening the burden of college costs by providing students with opportunities to graduate high school with college credits, and providing rigorous academic course work.

Be It Resolved, that the Paterson Public School district will approve the additional Dual Enrollment course offerings at JFK STEM Academy, as well the partnership with NJIT.

ACCOUNT	ACCOUNT NUMBER	AMOUNT
TOTAL		\$26,500.00

It was moved by Comm. Redmon, seconded by Comm. Mimms that Resolution No. 6 be adopted.

Comm. Hodges: Do we know what other schools will accept our dual enrollment credits for the STEM program in relation to this?

Dr. Evans: Do you mean colleges and universities?

Comm. Hodges: Yes.

Dr. Evans: I'm not sure. Ms. Cozart?

Comm. Cleaves: For STEM.

Comm. Hodges: Only a certain group will accept that credit. I'm just curious.

Mr. David Cozart: Good evening everyone. To answer your question, the assumption is this is a partnership directly with NJIT. The students will have opportunity to receive the full credits upon completion of the course. If they actually choose to go to another school as part of their transfer, it's up to the university. But leaving high school they will have to pass the course and they will have their credits at NJIT.

Dr. Evans: There may very well be others. I'm more familiar with another state like Florida and what they do. If you get dual enrollment or you are admitted into a dual enrollment program – and there's criteria for admission. It's not automatic simply because you're a student in the school district – and you graduate with dual enrollment credit you can use that credit in any Florida college or university. I don't know if something similar exists for New Jersey, but we can find that out easily.

Comm. Hodges: Who gets this \$26,000, NJIT?

Dr. Evans: Yes, NJIT.

Comm. Mimms: Do we have any statistics which identify how effective this program is?

Mr. Cozart: It's the first year of the program. The partnership with NJIT is that they are providing scholarships to the students. It's two for one. This is a reduced price. The initial price for the program was over \$46,000. They are paying for half the program and we're paying the other portion.

Comm. Cleaves: Do we know, in the previous years, how many of our students ever applied to NJIT?

Mr. Cozart: I do not know. I can find out.

Comm. Mimms: The only concern I have is that it's new. It's a pilot. Our kids are being put in a position of being piloted when we don't have proven data to identify success or failure rates. It sounds great, but what data do we have to prove it? We have none because it's our first year. That's a concern.

Dr. Evans: As Ms. Shafer indicated, we have other dual enrollment data, but I happen to know a little bit more about NJIT's program. I know that they've done this for a while for other school districts, which data we can get. Just from talking to folks in other districts they are highly effective and very successful.

Comm. Mimms: I would like to see that.

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

Board Member Standing Abstentions:

Comm. Hodges
Pertaining to himself
YMCA

Comm. Kerr
Pertaining to himself or seeming conflicts

Comm. Mimms
Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon
Historic Preservation of the City of Paterson
Paterson Task Force

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

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

Resolution No. 7

Whereas, the Paterson Public School District is committed to providing a rigorous academic program for its students.

Whereas, the expansion of Dual Enrollment course offerings at JFK STEM Academy meets the following criteria for the District Bright Futures Strategic Plan: Priority #1 (Effective Academic Programs), Goal #3 (College Preparedness). During the 2016-2017 school year, the following Dual Enrollment courses have been added to our rigorous academic program: Dual Enrollment Calculus (Seton Hall University) and Dual Enrollment English Composition (Passaic County Community College).

Whereas, the program will satisfy the following objectives: supporting students in heightening their awareness of college-level course requirements, lessening the burden of college costs by providing students with opportunities to graduate high school with college credits, and providing rigorous academic course work.

Be It Resolved, that the Paterson Public School district will approve the additional Dual Enrollment course offerings at JFK STEM Academy, as well the partnerships with Seton Hall University and Passaic County Community College.

ACCOUNT Other Purchased Services	ACCOUNT NUMBER 15-190-100-500-304	AMOUNT \$4,200 to Seton Hall University \$1,400 to PCCC
TOTAL	15-190-100-500-304	\$5,600.00

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

Board Member Standing Abstentions:

Comm. Hodges

Pertaining to himself
YMCA

Comm. Kerr

Pertaining to himself or seeming conflicts

Comm. Mimms

Star Hope
Planning Board of the City of Paterson
Churches in the City of Paterson
Youth Consultation Services (YCS)

Comm. Redmon

Historic Preservation of the City of Paterson
Paterson Task Force

Comm. Rivera

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

Comm. Irving

Workforce Investment Board of Passaic County (WIB)

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Hodges: We're going to meet next week. We've not covered this material as yet. I will entertain any questions anybody has at this time. If there are any questions, please feel free to forward them to me. We're still waiting for some answers to some questions in the curriculum department. I'm not quite sure she's hearing me. From our past meetings we were looking for some material. Obviously we will be curious about some of these ideas to addressing the early literacy. We've had this ongoing discussion but it's getting more critical now. I do want to say in terms of the science curriculum it's a brand new curriculum that's being instituted now. We're not casting aspersions on what's currently in place, but we're certainly raising issues as to what has been in place in the past and the implementation of the science curriculum, which has been uneven at best throughout the district. I think that these test scores reflect that. I'm very concerned because I think if there's any place that you're going to be able to capture students' imagination and to motivate students to become engaged in school it's in science. If we're failing there, then one has to wonder about social studies, math, and literature. That's the thing. I'm particularly sensitive to that for obvious reasons. I'm hoping that you will have some fruitful discussions tomorrow. With that being said, if there are no further questions that will be the conclusion of my report.

Operations

Comm. Cleaves: Comm. Irving stated that the operations committee would be meeting in two weeks. They have not met prior to workshop either.

Fiscal Management

Comm. Cleaves: Comm. Rivera left and I'm not sure if they met or not. From my understanding they have not met either. You did meet? They met, but I have no report.

Comm. Hodges: I do have some concerns about Hinchliffe Stadium.

Comm. Cleaves: Is there a resolution in here for Hinchliffe Stadium on fiscal management?

Comm. Hodges: Not pertaining to this particular resolution.

Comm. Cleaves: You're talking about that flyer you saw?

Comm. Hodges: Yes.

Comm. Cleaves: I saw that too, some activity that's going to take place there and they're charging a fee. I have no idea what it is.

Comm. Hodges: Dr. Evans, we need to review this. There is a huge banner.

Comm. Cleaves: But I don't know what the activity is.

Comm. Hodges: I don't know what it is either, but it seems to me that the stadium is being used, which is fine. But where is that money going towards? Is that money going towards the city's budget? Or is it going towards the renovation of the stadium? Money is being collected for those events. What is the district getting out of this? There is a shared services agreement which, quite frankly, we're not getting anything out of because the building is still crumbling. People are holding events and stock car this and that and the other and we get nothing out of that. I'm sort of troubled. We need to look at that. They're already in default in terms of the terms. I'm just wondering, does that money get placed in escrow or what? It shouldn't just continue like this in perpetuity.

Comm. Cleaves: And who's carrying the insurance on the building? It's uninhabitable for us to have sporting events there, but they can have everything else in there. Who's carrying the insurance on the building if someone gets hurt? Like the little girl said, someone just tripped in their parking lot. If someone gets hurt up there, whose insurance is paying for this?

Dr. Evans: I don't have answers for your questions. But there is a joint committee between the Board and the City Council. In fact, there was a meeting scheduled of that joint committee recently. That was for a special purpose though. That was for shared services. I would suggest that a representative group of the two bodies come together and ask those questions. At the same time we need to have Mr. Murray review the contract to see what's in the contract as it relates to how we should benefit or not. The same is true for the city, how they benefit or not, so there's a clear understanding of what's expected. Once we get a clear understanding of that and both bodies have met, then whatever we need to put in place to make sure that if we're due any funds we get them.

Comm. Hodges: I think that rather than have the city drive the meeting, this is what you and I were trying to do, be the driver behind that since it's our facility. We just can't sit back and let them decide when this is going to happen. We've tried repeatedly and it didn't happen. We sat in on one phone conference, which I reported to the Board. That was it. That's not enough. I think we should be driving those meetings. We should be calling them, not the Mayor or whoever else is doing it, just to find out if there's any progress, what's going on, and reporting back to us to determine whether or not we need to do something else. It shouldn't be in the hands of the city to pick and choose when they're going to be moving forward or whatever. It's six years now and actually the terms I believe were for 90 days. It wasn't for six years. I'm not interested in breaking whatever the agreement is. I'm just interested in seeing something tangible occur. If they're going to be hosting all of these events there and there's a fee, then I need to know where that money is going.

Dr. Evans: Before the meeting it might be wise for us to ask Mr. Murray to review that shared services agreement to see what we are due if indeed there are events such as the one you're describing before we have any conversation. There needs to be an understanding at this table first and then go from there.

Personnel

Comm. Redmon: Personnel met on November 1 at 5:45 p.m. Presiding was Comm. Cleaves, myself, and via phone conference was Comm. Simmons. Staff present was Ms. Ayala, Ms. Coy, and Ms. Esquilin. Subject discussed was the staffing of personal aides for the 2016-2017 school year. We have 30 to 40 open positions for personal aides at this time. We talked about strategies and how we can get an incentive for

college students to be part time as personal aides. A question was brought up on how we can identify what 504 personal aides are being used for. One of the responses was that most of them were used as classroom managers. We need to address how they're being used properly. Another thing that we discussed at the personnel committee was talking about a fast track to expedite the removal of payroll from people going on leave, terminations, or resignations. We discussed fast track transactions from removing people from payroll quickly. A question that the committee had was we had a new hires list and we wanted to know the rationale for the new hiring. The committee reviewed the personnel list. We had a couple of questions on a couple of people that were suggested on that list. Names will be withheld at this time until we get questions answered. The personnel committee wanted to know was everything vetted through the proper channels prior to coming to the personnel committee, such as finance and any other committees that it needs to go through before personnel gets them. The meeting ended at 6:45 p.m.

Comm. Cleaves: Are there any questions?

Comm. Mimms: How many vacancies do we currently have? Of the vacancies, how many are teachers?

Comm. Redmon: It was 37 teachers only at the meeting.

Comm. Mimms: How many vacancies in total?

Comm. Redmon: That is the total vacancies, 37.

Comm. Mimms: We went from 178 to 37?

Comm. Cleaves: Yes, they've been hired. You have to also take into consideration it can be revolving because someone can resign today and that means tomorrow our vacancy now goes up. It is constantly changing.

Comm. Mimms: Can we get a list of that? For us to reduce that drastically, I would love to see how we went from 178 to 37.

Comm. Cleaves: We have it. We do. I didn't bring my copy and Adriane is not here, but we'll make sure that all of the Board members get a copy of that.

Comm. Hodges: Again, I'm concerned about science teachers. Of that number, how many do we have in science?

Comm. Cleaves: She's not here. I'm sorry.

Comm. Hodges: I guess I'm also looking for a report on personnel. Remember, I had asked for a plan as to how we were going to straighten out the personnel situation.

Dr. Evans: Yes.

Comm. Hodges: There was going to be a report forthcoming. It is November.

Dr. Evans: We have a draft document. It's not in the form yet that we're comfortable giving it to you. It needs some work. We'll get that completed and it will be ready by Friday or perhaps early next week.

Comm. Hodges: One of my concerns is we're going to have to do something extraordinary in the areas of science and math teachers. You're going to need some ideas and plans as to how we attract and more importantly keep them. The science department is putting forth an ambitious plan on how they intend to implement the next generation science standards, but they can't do that without teachers. They need physics and chemistry teachers. They have programs that they can implement, but they don't have any chemistry teachers. It's a wonderful program that we talked about last month, but we don't have chemistry teachers. We're not going to be able to improve without having some significant effort around those areas. That goes for physics as well. I need not talk to you about coding. I see something in here about coding, which I'm very heartened to see, but that brings us to the area of engineering. I always want more. These are some critical areas where we need to attract requisite personnel and you have to have a plan to do that. We can't look for people in August. We're not going to find any of those people. We have to find a way to craft some monies to fill those critical needs. Obviously I don't know how you do that, particularly since we have 30 SROs to hire.

Comm. Cleaves: You have to understand that the HR department has been having job fairs and participated in job fairs not just in August. We start back in January and they're all year long. We have about three or four just ourselves per year. We also know that there is a serious drop when it comes to math and science teachers throughout the whole country. It's not just us. It's everybody and everywhere.

Comm. Hodges: Which is why we have to do something extraordinary in order to attract and retain them. That's my whole point. You're exactly right and that's the issue. We have an institution up on the hill that's going to be opening almost doubling its size and they have a penchant for attracting our teachers. They can offer them \$12,500 more to teach one extra course.

Comm. Cleaves: They have the money.

Comm. Hodges: That's right. What's going to happen is you need a plan. You can't wait for it to happen. You have to have a plan now. What are we going to do? How do we attract and retain these critical areas? That's what I'm asking for because that's just around the corner.

Dr. Evans: These are not insurmountable problems. There are ways of doing it, but we would need some cooperation from the Department of Education. Having a shortage of science teachers is not new. In the dark ages when I was an assistant superintendent for curriculum we had the same problem. I partnered with Duke University and we contracted with them to have their professors come to our schools for half a day and teach science. Things like that. There are universities throughout that area. We had to get a waiver from the Department of Education on the certification requirements. That's the problem. We're going to have to get creative and do that. If the Department of Education gives the thumbs up, William Paterson is ready to cooperate. Candice Burns and I talk about these kinds of things all the time. Montclair is ready to cooperate. Universities are ready to cooperate with us, but we have to start in Trenton first. It's doable and I'm willing to go there. I really am.

Comm. Hodges: Again, we just need a set of plans to look on paper and we can advocate with you. Just this past workshop we met Commissioner Harrington and she was very new and seems to be favorably disposed to exciting ideas. I think we should take advantage of that and push that envelope now. I know she has staff that may be less disposed to...

Comm. Cleaves: Who still know who you are...

Comm. Hodges: I didn't talk to them.

Dr. Evans: That same strategy I just mentioned can also be used for special education, which is the single largest area where there are critical shortages, and then bilingual. I did it in Durham when I was there with Duke. I did it in South Florida in Tampa when I was there. It's doable, but you have to have the cooperation of the State Department.

Comm. Hodges: What we need is a proposal that the Board can work on. When Comm. Mimms and Comm. Kerr met with Comm. Harrington she was very...

Dr. Evans: I think she might be agreeable.

Comm. Hodges: I think she might be as well, which is why I really want to push the other issue with HARP aggressively past Mr. Snyder. I know he's a very busy man and it's easier for him to say no. I'd go straight to her. I think we need to have those plans generated in those areas because this is a problem for us.

Governance

Comm. Cleaves: Governance did not meet. They will also be meeting in the next two weeks.

Subcommittee Reports

Technology

Comm. Redmon: Technology did not meet. It was rescheduled for the 10th.

Parent/Community

Comm. Mimms: We will be meeting on Wednesday, November 9.

Government Joint Education

Comm. Cleaves: We did not meet. We met prior to the public meeting. We did not meet for this meeting.

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

The meeting was adjourned at 9:19 p.m.