

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

October 5, 2016 – 6:39 p.m.  
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

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

Comm. Oshin Castillo  
Comm. Chrystal Cleaves, Vice President  
Comm. Jonathan Hodges  
Comm. Errol Kerr

Comm. Lilisa Mimms  
Comm. Nakima Redmon  
Comm. Flavio Rivera  
Comm. Kenneth Simmons

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

Comm. Cleaves read the Open Public Meetings Act:

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

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

**Workshop Meeting  
October 5, 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.

Comm. Irving: Welcome everyone. We have a pretty packed agenda tonight with three pretty robust presentations and conversations. At this stage, I'll turn it over to Dr. Evans for the PARCC presentation.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Partnership for Assessment of Readiness for College and Career (PARCC) Results: Year Two – Dr. Bari Erlichson**

Dr. Evans: Recently, the Department of Education released to districts the result of the Spring 2016 administration of PARCC. More recently, we were then given the go ahead to distribute them among the appropriate audiences within the district, including our principals, district staff, and others. Our principals are in the process of sharing that data, looking at it through various lenses, and ultimately making meaning that can translate into modifications in instruction if necessary to address some of the information that is implicated in the results and more. There's a lot happening across our district with that data. One of the activities associated with the data and distributing it involves various audiences including our Cabinet, which recently heard from Dr. Erlichson basically what you're going to hear tonight, a review of the data, how we fared compared to last year, and some other information that I think would be of interest to the Board pertinent to that data. At this point, I'm going to turn it over to Dr. Erlichson. Dr. Erlichson is no stranger to our district and to our Board and we welcome her.

Dr. Bari Erlichson: Good evening. As Dr. Evans said, my name is Bari Erlichson. I'm a Special Assistant to the Commissioner. I've been working for the past year in a data literacy initiative working with six school districts very closely – Paterson, Newark, Trenton, Camden, Asbury Park, and Lakewood - helping folks understand PARCC data related to other types of data and ultimately use it to identify curricular strengths and gaps all the way down to the classroom level so that we can work and improve student outcomes. I'm here tonight to talk to you specifically about the PARCC results. I want to remind everyone that PARCC has five levels of performance. The lowest level is Level 1, not yet meeting grade level expectations, Level 2, partially meeting, Level 3, approaching, Level 4, meeting grade level expectations, and Level 5, exceeding grade level expectations. A grade level expectation is defined as a student who is achieving the content standards of that particular grade level. To start with, I wanted to show you the tested count. This is the count of students who completed the PARCC assessment and got a valid score for the State of New Jersey. This first slide is at the state level. In English language literacy in grade 3 we had 99,045 third graders get a valid score on the English language test. That's an increase of 3,818 students from the spring of 2105. As you can see in this chart, we're very close in the younger grade levels to being back to about 100% participation. We have about 100,000 students in each grade level in younger grade levels. We added our most number of students in the high schools in grade 9 and 10 as a state. That had a lot to do with students who didn't participate in the first year in the high school coming back into the testing program in the second year. You can see in grade 10 we increased to about 13,244 testers. So we're back up to about 85,000 testers in grade 10. Grade 11 didn't see as many new testers.

The department made a decision to allow students who were taking the Advanced Placement English language test to take the AP test and not take the English language PARCC test in grade 11. The decision was made to avoid double testing the same content within a period of days of each other. Although we had an increase of about 7,000 kids in grade 11, it's not as comparable to grade 10. That's going to play out in an important way in just a few minutes. We also see big increases in the high school test in math, algebra I, algebra II, and geometry. Algebra II saw our largest increase in the number of testers as a state, about 16,617. That makes sense. The class of 2016 was the first class required under state regulations to complete the algebra II class. Back in 2008 our class taking requirements changed in the state. They were phased in and the class of 2016 was the first class that was required to have that third math class. Seeing an increase of about 17,000 makes sense in that springtime. These are our state level results. Given that the print up here is really small I would suggest that you follow along in your handout. In grade 3, the way to read this chart – and these are state level results – in 2015 in grade 3 there were 15.1% students in Level 1. In 2016, that decreased to 13.5%. Again, in 2015 in grade 3, 17.8% of grade 3 students were in Level 2. That decreased in 2016 to being 16%. There are a lot of ways to measure progress. Oftentimes we focus on the percent of kids who “pass” the test. In that instance, we would define that as the students who are scoring on Levels 4 and 5. New Jersey in grade 3 increased in Level 4 from 38.6% to 41.3% and in Level 5 increased from 4.9% to 6.2%. If you take the Levels 4 and 5 and you add them together and you talk about progress from 2015 to 2016, you'll see that we increased as a state 4.1% in Levels 4 and 5 for third grade. Let me pause and look for nods that I'm making meaning. Okay. The arrows up in the farthest right column mean that we've increased from grades 3 to 10 the percentage of students who were meeting grade level expectations. Those arrows up are exciting. They're very good news, but also very good news are those arrows down in the column labeled “percent change” in Levels 1 and 2. We like to see growth where students who are Level 1 become Level 2 and Level 2 become Level 3. So seeing that we're decreasing the percentage of students who are performing in the lowest levels of performance is very important as well as increasing the pass rate. Grade level 11 is going to be a little of an anomaly. As I mentioned before, we exempted students who were taking the AP test from taking ELA 11. In so doing, we kind of created a non-random effect where our highest performing English language literacy students took a different test than PARCC. This is a little bit of a bobble in terms of the state level outcomes this year. In math just overall you'll see that we had the same pattern where as a state we were decreasing the percentage of students in Levels 1 and 2 and increasing the students in Levels 4 and 5. The note around this is to see that our strongest gains as a state are in our elementary schools in grades 3, 4, and 5 where we're showing about 6% of gain in Levels 4 and 5. The middle school is in the 2% range, which is a nice set of progress. I just want to call out that it's not as large as that. This is now transitioning to Paterson's specific data on this slide. Paterson mirrors a bit of the test-taking count pattern from the state. You can see that Paterson's largest gain in the count of testers is in grades 9, 10, and 11, although there are some substantial gains at lower levels of the grades. The largest gains are going to be in grades 9, 10, and 11. Just to pause and shout-out to the high schools. That has a lot to do with faculty members and principals engaging students

and parents in conversations about the PARCC exam, what it measures, and why it's a valuable thing. Those conversations are often lengthy, so I'm just taking a moment to appreciate the extra work that the faculty at the high schools participated in. In math the story is much the same with the largest gains in Paterson being that algebra 2 testers increased by about 580 kids. Here are Paterson's outcomes. This is English language arts. In grade 3 you can see that Paterson's Level 1 didn't change, 32% to 32%, but its Level 2 decreased. It went from 29% to 24%. Together Levels 1 and 2 decreased by 5%. The reason that arrow is encircled with a green box – and remember, in this column a decline is good news – is that decline is bigger than the state's decline. The percentage of students in Levels 1 and 2 in grade 3 decreased in Paterson faster than what the state's trend was. The same is true in Levels 4 and 5 in Paterson in grade 3. That increased at a rate that's larger than the state's rate. If you think of this in my terms and think of a trajectory line that means that Paterson's line in grade 3 is a steeper line upward in terms of progress. You can see that there's progress in other grade levels as well. Although Levels 1 and 2 were flat in grade 4, Levels 4 and 5 increased faster than the state. There's a downward trend in Levels 1 and 2 in grade 6 and the lowest levels of performance. It's a great downward trend. It's just not larger than the state's. Then in grade 6 the 4% is bigger than the state's. Then there were some really nice gains in the high school. Although grade 9 is growing in the way that we like it to grow with Levels 1 and 2 decreasing and Levels 4 and 5 increasing, but some really nice gains in grades 10 and 11 and some double-digit gains in grade 11 with a 14% decline in Levels 1 and 2 and a 10% increase in Levels 4 and 5. I often confuse people when I talk about a decline in a positive way. I just want to say once again when you decline the lowest levels of performance, that's a good thing. We want to make sure that we measure that as well. It's also really important to think about when talking about students who start many grade levels below, the idea of being able to measure their progress. NJASK in the past had three levels of performance. There was partially proficient, proficient, and advanced proficient. Inside NJASK we referred to passing the test as the combination of being proficient and advanced proficient. Inside PARCC we can actually measure the progress of our lowest performers, students who often start many grade levels below the grade level that they're in and talk about how they make progress. So it's exciting to be able to talk about a change in Levels 1 and 2. Also in math you can see that grade 3 has a downward trend in Levels 1 and 2, but the largest gain on this table was in Levels 4 and 5 performance for grade 3. The great trend continues in grades 4 and 6. Grade 7 is decreasing in the lowest levels of performance, although flat in its highest. That's also true for algebra I – we'll talk about that just a little bit more – but some nice gains in algebra II. The yellow boxes indicate that those gains are within .5% of the state's gain. I just wanted to shout-out that was close to being a green box. Let me pause and make sure I've created understanding. I just wanted to talk a little bit about algebra I in grade 8. Paterson has been testing its most advanced math students in the content in which they're being taught. For these students it's algebra I. We've encouraged school districts to differentiate their math programs so that all students are challenged to their abilities. It's a unique feature inside PARCC that allows us to do those. Under NJASK everyone who is in grade 8 took NJASK grade 8 math regardless of whether or not they were taking algebra I or grade 8 math. With the exams in PARCC we can differentiate that. You can see that

from 2015 to 2016 Paterson added about 100 new testers in grade 8 algebra I and remained fairly constant in their outcomes. They had about 53% of their students in 2015 in Levels 4 and 5, and that increased to about 54.2% in 2016. Typically, when you add a lot of new testers to a testing program you stumble a bit. So this is a really nice job from the district identifying students who can be challenged appropriately by this content. That's the end of my presentation. I'm happy to take questions.

Comm. Cleaves: Commissioners, are there any questions?

Comm. Hodges: What troubles me is that we're having an increase in immigrant students, which was a significant feature of last night's curriculum committee report. I'm just wondering whether this is capturing the performance of those students. Overall, we have students that are arriving here with no formal educational training. They're sprinkled throughout the system and I'm not sure they're taking the test. When they come online, how real is this data going to be? I can't give you those numbers right now, but we have at least 300 kids in our Newcomers School. That's a significant portion of the population and there are some significant numbers in the high school too. While I'm heartened by all of this, I'm still a little concerned.

Dr. Erlichson: Paterson complies with the federal requirements to test students appropriately. There are some exceptions to all students being tested. As you mentioned, some of them relate to students who are brand new to the country. They are given a grace period when they are brand new to the country in terms of accountability and being tested.

Comm. Hodges: How long?

Dr. Erlichson: I believe it's the first year. One year. After that, they do come into the test program. Depending upon their language status, they can become part of an English language learners program or they can be exited after a year into a regular general education status. That data is captured and would be captured in what the state produces in the subgroup of English language learners. Then you can track the difference between your populations that are English language learners and not, as well as the other subgroups.

Comm. Hodges: Statewide there are districts that have similar problems throughout the state. Particularly in South Jersey, some of these smaller towns are experiencing a surge in certain populations. Their numbers are not going to reflect those students.

Dr. Erlichson: They have the same rules. If you're thinking in terms of percentages, Paterson has a lot more students. Those districts complain with their small numbers that one student can shift their percentages pretty dramatically.

Comm. Hodges: That's right.

Dr. Erlichson: Where you stand depends upon where you sit. In the South Jersey districts, they also struggle a great deal with migratory students, students that come in and out based on different seasons. That's a particular challenge as well.

Comm. Hodges: I hope you come back so we can yell at you about graduation requirements.

Dr. Erlichson: You usually find me down in Atlantic City and I'll be there. You can yell at me then.

Comm. Hodges: There are requirements that are going to be an issue. On balance, this appears to be a good report.

Dr. Erlichson: Yes. There is still a lot of work to be done. I think the data bears out that there's a lot of work to be done. I'm pleased by the trajectories that I see across a number of different grade levels, particularly the even growth. One of the things that always concern me about the No Child Left Behind era was the focus on level three children, the kids who were almost passing, and the idea of getting them to be passing, which causes a spread. You can have a growth in both directions - arrows up in levels one and two, and arrows up in levels four and five. That's one way of trying to grow, but it's not the systemic improvement in curriculum and instruction and it won't lead to long-term benefits. So when I look at the district's data and I see the arrows going down and the arrows going up and they're in the right columns, I'm pleased because I think that means a focus on the long-term systemic curriculum and instruction issues.

Comm. Hodges: Dr. Evans, I'd like to see this broken down by schools, primarily because I'm interested in what's happening in the Focus versus Priority Schools. We need to know that this is happening across the board and that we don't have islands of difficulty that we're not progressing in. That's a little bit more useful to us. I don't know whether you have that data yet.

Dr. Erlichson: The data by school level has not been made public yet. The department does public all the data at school levels as well as every subgroup within a school. That will be made public on the department's website probably in early November.

Comm. Hodges: We get it from the press because the department doesn't send it to us in advance.

Dr. Erlichson: It's hard to be public without being in the press. After 10 years in the department that's one of the things I've learned.

Comm. Hodges: That is regrettable.

Comm. Mimms: I was going to ask for the breakdown as well. It's really good to see the data so that we can look for systemic improvements within the district. I'm really

glad that this was recommended and that we see it in action. I look forward to seeing the results as they continue to improve.

Comm. Kerr: I'm pleased with this. This is a positive thing for us, but there are some ominous signs on the horizon. My concern is how we sustain what we've seen in this document when there is so much going on with the Governor's new funding formula proposal. How will that be translated in terms of us continuing on this path?

Dr. Erlichson: That's one of those hypothetical questions that attorneys tell you not to answer.

Comm. Hodges: But they're not here.

Dr. Erlichson: Let me say that I've been working at the department for about 10 years and I have my sixth boss now. One of the constants in our field is change. There's a lot to manage in that, but there are a lot of good people who are keeping their eye on the ball and we feel really strongly that we're at a really important moment where we can use our data to focus on the student learning in a way that the state assessment program has never allowed us to do before.

Comm. Kerr: I'm very happy to hear that so we can get the support we need to continue.

Dr. Erlichson: You have my support.

Comm. Hodges: I've been curriculum chair for two years now. I take full responsibility for all these grades, as is what seems to be happening here on a regular basis from what I can see.

Comm. Cleaves: Pat yourself on the back.

Comm. Hodges: I will. I am concerned, as Mr. Kerr has mentioned. One has to wonder what would happen if we had our \$242 million in place to provide full services to these children. That's obviously not coming from you. What is the next step here with this?

Dr. Erlichson: I've been very pleased. Paterson has been very welcoming to me. I had a great opportunity to speak with all the building leadership two weeks ago. I worked with them and talked to them about the various types of PARCC reports. I showed them that they could identify their strengths and weaknesses all the way down in their building. For example, one of the schools that I'm working with in a different district, just to toss out a really substantive example, we looked at the standards and found that they were doing really well on the standard having to relate to reading a play in grade 5 language arts, but they weren't in grade 3. That's how specific this data can get. When we were speaking with the language arts literacy coordinator for the building she said we didn't read a play in grade 3 last year. So the students didn't have the language of

what an act or a scene was. For them, they just very quickly identified this is a gap in our third grade curriculum and we can fix that. So the data from PARCC goes that deep, all the way down to can the students identify the moral of a story. We can trace through grade levels where a weakness might begin as well where strength is that we can build on in the next grade levels.

Comm. Hodges: What do the math scores suggest to you? That's where we seem to have a real flattening of progress.

Dr. Erlichson: You need to take into account the number of testers and the idea of new testers coming into the program. I think there's something to study, particularly in Paterson, about the movement of students out of Paterson before high school. Some of your students attend high school in the vocational school. So understanding those kinds of patterns as well and then digging in at a school level looking at how students are mastering the major content of the grade level or the supporting content and then tracing throughout all grade levels how they're doing with the reasoning and modeling skills in math standards.

Comm. Hodges: But you would see the same types of movements with language arts. In fact, they would probably receive more aid in language arts. You would see the same type of thing, wouldn't you?

Dr. Erlichson: You could.

Comm. Hodges: Even though they have more of an improvement. I think that's all I have. Thank you very much.

Comm. Irving: Are there any other questions for Dr. Erlichson?

Dr. Erlichson: Thank you very much.

Comm. Irving: We have a discussion on the audit, and then on school naming and facilities. I know there are some members of the public who have been here for quite a while because they thought the advertised meeting started at 5:30. If it's okay with you all, I just want to go into public comments first and then go back and do the other ones.

Comm. Simmons: We're having discussion about school naming?

Comm. Irving: We'll have public comments and then we'll have the discussion on school naming thereafter.

Comm. Simmons: What if there are public questions about the discussion?

Comm. Irving: We're going to have a discussion about it thereafter. We're not making any decisions tonight. We're going to have at least two more meetings to have a



thorough discussion. This is just to hear from the public about their opinions on the school naming and the list that we provided to them.

Comm. Simmons: Right, but we will be having public comments before we have the discussion. That's my question. After our discussion if the public still has comments or questions about our discussion, will there be an opportunity for them?

Comm. Irving: We never give an opportunity for folks to dialogue with us on any relative hearing. A hearing is exactly what it is. Folks have three minutes to say their peace and testify. If we want to get into a conversation with folks in the audience relative to naming of schools, we can. I prefer not to. I think to hear from folks and to hear the opinion of the public as this Board requested to do so makes sense. I think we're hearing that out. I'm just concerned that there are folks who have been here a pretty long time.

Comm. Simmons: I don't want the comments to be mixed. If we're having a discussion and there are questions about the discussion they're just focused on...

Comm. Irving: What do you want to do?

Comm. Kerr: We should have the discussion among us and that would somehow inform the public. After we have the discussion, maybe it will strengthen their position or address some of the things that they might have so they can come behind us.

Comm. Irving: Sure. My concern is if that discussion lasts an hour these folks are sitting here for another hour.

Comm. Simmons: Typically in a hearing you have your hearing, which is completely separate.

Comm. Irving: Not necessarily.

Comm. Simmons: We should have the hearing and discussion.

Comm. Irving: We'll go to public comments, we'll have our discussion, and we'll allow anybody to speak thereafter if folks want to say anything about our discussion. Fair enough?

## **PUBLIC COMMENTS AND HEARING ON NAMING AND/OR RENAMING OF SCHOOLS**

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

Comm. Irving: I just want to remind all speakers you have a three-minute time limit. When you hear the bell, I'm going to need you to wrap up.

Ms. Sandra Bosque: Good evening. Boy, it's been a long time since I've been at this podium. Several years ago we were working on changing the name of School 27. Most of us from the community had agreed on Hillcrest School. Name it after the people of the community. But it opened a can of worms. Everybody had an opinion of who their superhero was and who they wanted it to be named after. I still have the same feeling that we should name it after the community. School 16 happens to be in People's Park. Name it after the community. We also have to be prudent on how we name schools. We have to follow institutions that have done stuff like this, like colleges and hospitals, where they try to recognize everyone that has made a contribution. They've named halls and libraries. We'd have Hodges Hall. You name parts of it so you always save something for the future.

Comm. Hodges: All I get is a hall?

Ms. Bosque: I'd give you more, but I'm just me. There are other things we can do to honor people. We try to give pieces. We have such a wonderful amount of children in our schools. One day we're going to have a president that's part of our community. We need to have something saved that we can name something in honor of them. My suggestion is start thinking about the community. Name some parts after the community and try to reserve. Try to honor everyone with little pieces here and there. Thank you.

Comm. Irving: Thank you so much. That was very informative. As Ms. Earl comes up, I was just chatting with her a second ago and she asked me what my name was. She told me she went to school at Eastside with a gentleman by the name of Herman Irving. This lady went to high school with my dad. It's so cool to hear that. Good evening.

Ms. Cesarina Earl: Good evening esteemed members of the Paterson Board of Education. My name is Cesarina Agosto Earl. I am a product of the Paterson schools starting in the 1940's during the WWII days at School 16, which was about two blocks from my house. From there I went to School 25 on Trenton Avenue and graduated from there. Then I went to Eastside High School in Paterson and graduated from there in 1954. I'm here today because I was very pleased to attend the beautiful School 16 over on 22<sup>nd</sup> Avenue and East 20<sup>th</sup> Street, which is the location of the original School 16 that had been built in 1891. My mother, the late Mary Agosto, used to walk me to school every day. Where we lived is no longer there because it's a part of Route 80. We lost our house in 1962 to Route 80. However, what I want the Board to understand is that the Board of Education back around 1946/1947, the then president made it understood that School 16, which was three stories high, was just too expensive to heat in the winter months. So my mother went around the neighborhood and she rounded up 200 residents of People's Park who went to the Board of Education meeting. My mother suggested that they just eliminate the top floor of the three-story building and therefore it would not cost as much to heat. She and the president were not exactly the best of

friends for the simple reason that she wanted to keep that school open and he said we're going to have to close it. Once he saw that she was able to round up 200 people they took the top floor off. Therefore, it went from kindergarten to fourth grade, where it used to go from kindergarten to sixth grade. Depending on where you lived, you either proceeded with your education to School 15 or School 25. Where I lived I went to School 25 and graduated from there. I went on to Eastside. I'm not going to go through it all, but I went to Seton Hall, Caldwell College and Rutgers. Now I became what you call an education media specialist, in other words a school librarian. I was so pleased to see that the new School 16 has a state-certified school librarian. Of course, right now you still have the empty shelves and an empty room. I set up the media center at School 30 in Paterson as well as the Lester Rutland Research Center right next to it. I'm here today because I would like to ask the Board members to consider naming School 16 after my mother, Mary Agosto, for all of her efforts and that of the other ladies whose names were Jean Bordell, Florence Faggio, and Ruth Stanley. They went around because of my mother to all of the elementary schools in Paterson and formed the PTAs. Mary Agosto started the PTAs in practically every public school in Paterson. I want to mention that there is a volume called *Past and Promise – Lives of New Jersey Women*. This was published in 1990 and there was a considerable amount of research done. It includes women from the years 1660 to 1990. There are over 200 women contained in this collective biography. Mary Agosto has three pages in there telling about all of her efforts. She was the first woman to run for mayor in the City of Paterson in 1947. She also was voted in as a justice of the peace, notary public, and she and my father started this publication, *The Italian Voice*, in 1932.

Comm. Irving: I guess some of you heard of that paper before.

Ms. Earl: I will tell you that if you look in here, we do carry only positive news. Mary and my father, Emilio Agosto, started this newspaper in 1932. My son Douglas Earl is the third generation carrying it on. I know that in the latest issue, which is somewhere in the bag here, we have about the entire grand opening of School 16 in Paterson. I wrote an article here when the paper became 85 years old. This is our 85<sup>th</sup> year. It comes out every Thursday for 85 years. I mentioned in this article that I wrote for the occasion of the 85<sup>th</sup> year about School 16 and my mother's efforts. I said here they really should name that school after Mary. I'm only going to ask you to please consider giving the name of Mary Agosto either to the media center because she was always fighting the cause for women that they weren't getting paid very well compared to men back in the 1940's and 50's. I would love to see her name on that school building, either to be named Mary Agosto School 16 or the Mary Agosto Media Center. I'm sure the bell rang by now, but I just want to tell you that if any of you want to read about her and the other women in New Jersey's history, the month of March is Women's History Month. Any public library in the state is going to have this book and Mary is on page 220 and 230-232. There's an index and you can see what pages she's on. I did bring 12 issues of the latest *Italian Voice*, which I will put on the table here. That's it.

Comm. Irving: You can give them right to Mrs. Jones and she will pass them out to us.

Ms. Earl: She's been written up in the congressional record. I have also been written up in the congressional record, but Mary way before me.

Comm. Irving: Thank you so much for being here. Thank you for sharing your mother's story.

Ms. Marcella Simadiris: Peace and blessings. What's being passed out is a copy of the district's plan to manage equity and a document containing questions regarding that plan. I only went through half of the plan. I'm sure there are more questions you all can find if you inspect the document. Before I get into that, I just want to bring to your attention I see number seven on your resolutions about a grant for playground equipment. I do want you all to know that we still aren't aware of who was responsible for choosing the inappropriate equipment that's similar to that of a prison yard at School 4. I came last year and spoke about it. We finally had gotten the grant. I'm not sure who was in charge of the grant on the district level, but things fell through and what we ended up with was something that looked like it belonged in a prison. I came up here and asked if you could all help me figure out how that happens and who was responsible so we can make sure it doesn't repeat. I still don't know how that happened. It even got plowed up during wintertime when we had snow. Before I get into my questions, I do want everybody to be aware that Frank Napier has no parent liaison, no community school director, no music teacher, and no librarian. Just consider that when you look over the plan to manage equity. I'm not going to go over all my questions, but I did number them myself. This is how I received it. It's not very easy to read, but this is what the district provided me when I requested a copy of the plan. On page 1, I have underlined that the district certifies that a comprehensive needs assessment of equality and equity was done at each school. I'm wondering how I can get a copy of the needs assessment for Dr. Frank Napier Academy. Number 5 had a typo. It says page 6, but I changed it to a 7. I hope you can read that. I just want to bring your attention to that and I'm just trying to figure out who makes up the district's affirmative action team. Number 6 goes on page 8. It says the evidence provided that is supposed to demonstrate actions taken to support the implementation of the comprehensive equity plan is dated October 2002. Is this correct? Should that be considered appropriate given the length of time? Number seven, I would like to know who's in charge of investigating and resolving discrimination complaints. I've come to this microphone and complained about School 4's budget compared to School 28. School 4 is more about security and School 28 being more about educational needs. I've also made issues about the Gifted & Talented program. School 28 is 13% African American and not demonstrating the demographics of the district, which is 29%. If you look on page 14 that's the evidence that I spoke about before when I told you it's in your plan to manage equity. You're supposed to do many things and exhaust options to ensure that the demographics at your Gifted & Talented programs reflect that of the district. It didn't last year. I don't know what the numbers are this year. I don't even know if anybody in the district took any initiative in trying to fix that issue.

Comm. Irving: Just so you know, the bell did ring.

Ms. Simadiris: There are a lot of questions. I really hope that you take the time to go through it. I would love to know which Board of Education committee is in charge of overseeing this plan because I do believe that you all voted on it. That's what I'm inferring from what I read. If you took the time to go over it, I'd appreciate it so we can ensure some equity in this district. I don't believe there's a lot of equity. I think a lot of things are disproportionate and I'm willing and able to work for free. No consultant fees or nothing. If you need my assistance, I'm a phone call away. Thank you.

Ms. Rosie Grant: Good evening Dr. Irving, Commissioners, Dr. Evans, staff, and members of the community. There's a large body of research and literary articles that recommend that no living person should have their name on a public building unless they donated the money to build it. It's also prohibited by several school districts as I did the research around this. Inside Higher Education organization lists top ten rules for naming rights of public buildings including schools and universities. The number one rule is only name buildings for dead people. There are 10 of them, but number four is to ensure a gift large enough to justify the name recognition. So I do want to ask you to keep those things in mind as generally accepted principles across the United States. We're also in a time when we're pinching pennies, we're cutting programs for kids and we can't afford to hire enough nurses, security guards, substitute teachers. Naming is wonderful, but it means you'll have to change all the stationery, signs, and update the web pages, etc. It is a costly proposal. So I'm here to submit that we perhaps name the one new school, but not try to name all the 22 numbered buildings. Thank you.

Comm. Irving: Thank you, Ms. Grant. That's great advice.

Mr. Casey Melvin: Good evening everyone. I was recently informed about the school naming process. My son attends the former Paterson Catholic middle school. When I got wind of it being renamed I didn't know, but I'm hearing that the process is applied to all the schools. Are you guys considering renaming all the schools? Or is it just specific schools? I guess as a point of clarification for myself if you guys have a policy or procedure that we can review then I can better frame my concern. I don't have any information. I was just informed about the naming process and came here to speak about in particular the school that my son attends, which is the former Paterson Catholic. I don't know the technical name. He doesn't even know. He told me two names. It would be good to understand the criteria and the process that you guys are going to apply with the naming process and if that could be made available to me. In between all of that, I do have a suggestion of some of the names that were given out. It's regarding Mr. Al Moody. If there's a name to be considered, myself and a group of other folks who are part of an organization that he somewhat co-founded called the Brothers of Paterson, we hold him in high esteem for his contributions in the field of education and working with young people. He is a former School Board member, and the director of a program that helps young individuals of all colors in the City of Paterson and in other parts of New Jersey, to turn their lives around. Some of them actually faced incarceration, but were given a second chance through his program. His contributions to young folks in education I can't speak about in the short few minutes, but if there's a name to be considered, I'd like to offer his name in support of that. If

there's a requirement of a petition or whatever method, I can follow through with that as well. I wanted to add that as far as a suggestion of the former Paterson Catholic high school to consider Mr. Alonzo Moody, I'm quite sure most of you are familiar with him, as a candidate for the naming process. Outside of that, if there's criteria that needs to be followed, I'd like that information. Thank you.

Comm. Irving: Casey, as soon as you walk out Cheryl is going to hand you the policy and criteria.

Ms. Talena Queen: We got a letter at school from the Superintendent's office talking about the naming ceremony. I expected something different than what's happening tonight. I'm not sure what a hearing is like. We were expecting based on this letter that we were going to witness a hearing about the naming of the schools. In that vein, I'm not properly prepared to present here. I would like to support Mr. Melvin's candidacy for Mr. Al Moody as a person. At School 6 where I'm teaching right now we have been renamed the Senator Frank Lautenberg School, which certainly is a good choice, considering that Senator Lautenberg is a Patersonian. Perhaps later on we'll get some more information about that process for renaming. This was different than what we expected. Thank you for asking for community support. In general, it would be great if the names for the schools or a school do come from this community like the example of the Senator Frank Lautenberg School. We'll be excited to hear how we participate further in this process. Thank you for your time this evening.

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

### **Discussion on Naming of Schools and Facilities**

Comm. Irving: Let's work in reverse. We'll do the discussion for naming of schools and facilities and then we'll go back to the Paterson internal audit overtime review. Just to be clear and transparent, we did ask the Board to submit names. Those names were submitted in addition to the report from the school naming committee. We had this forum and this opportunity for the public to express their thoughts and considerations relative to names. We have the forum now for the Board to have this discussion so that the school naming committee can take back and ultimately make any recommendations relative to all 22 schools, which I doubt we're trying to do. We have the flexibility and leeway to do that.

Comm. Mimms: First of all, I want to say thank you to you, Dr. Irving, for allowing us to have a public hearing versus the meeting when it was introduced to us. There were a few names but it was given to us that there would be two names, one for School 16 being Maria Magda and for Don Bosco, which is a temporary move. Don Bosco is temporarily moving to a location. The name that was given at that time was Reverend Albert P. Rowe. It's nothing against the individuals that were named, but the concern I had was that there is a policy, Policy #7250, that is in place and gives clear guidelines

around what the requirements are as it relates to the naming of buildings. It talks about their contribution to education, society, Paterson, historically, nationally, multi-culturally, and their ethical character. Not just based on those dynamics, but there's also supposed to be a presentation or resume of the individuals that will be introduced, not just in the committee, but vetted through the Board. This was great hearing from the daughter of Mary Agosto. What a great opportunity to hear about this amazing woman that lived in our community. We have PTOs and PTAs today because of your mother. We would not have known that outside of this hearing. It was a suggestion that was made. I asked for it and Dr. Irving agreed to it that we have this discussion. Who better to know the community than the people who live here? For the most of us at the table, we may not have lived here as long as others, so it's great to hear from the community and those that live here to say my mother went to the community and got money for the media center at School 16. We would not have known her being in the Italian Voice. We would not have known that. It's great that we've opened it to the community. My concern was never about the names. My concern is always about following procedure and policy and to make sure that we vet these things out appropriately so that when we do name something it does not affect our community as a whole. One of the things I was going to bring up tonight Rosie Grant brought up so I'm just going to echo her sentiments. My suggestion is School 16 is fine. It's a new school. We're in the process of developing and bringing new letterheads and all that. It's a great opportunity to be able to have this discussion to name that school. But I did research on the name Don Bosco. Don Bosco was a person by the name of St. John Don Bosco who's known as Don Bosco. He was an Italian Roman Catholic priest. He was an educator and famous writer of the 19<sup>th</sup> century. There were people that fought to name Don Bosco the name Don Bosco after St. Don Bosco. We have to be very careful as a Board and our committees with choosing to shift names to other names when we have not done our research and history. That's my concern. That's why I'm always pushing analysis and needs based. Outside of the fact that he's a known writer and very famous in the catholic community and that was their school, it's only temporary. So my recommendation is that we can even wait for the naming or keep that name there because it's temporary. We have so many other priorities that we need in place as it relates to resources in our schools. We have about 178 vacancies. We have so many things like school nurses and security guards. School 16 would be a great idea. But to shift Don Bosco's name would do a disservice to the people that came and fought whatever years ago it was for that name to be on that school. For us to shift it now I think it would do a disservice. I'm not against later on getting a name, but Don Bosco is someone's name. It's not just something that was placed there. This is a person's name that is famous in the catholic community. He was an Italian roman priest. He was an educator and writer. To me it's not a priority. With all the myriad of concerns and issues that we have in the district, naming that school right now is not a priority. I believe we can wait on that school and School 16 could be one of our focuses. Thank you so much.

Comm. Irving: Thank you, Comm. Mimms, for the recommendation. I think this process has been really good. I don't think we should make a decision tonight. I think we should have conversation and make recommendations and let it go back to committee.

We'll have the committee make its' recommendations and still have another discussion of those recommendations at a public meeting so that the public can still have an opportunity to be heard.

Comm. Redmon: I just have a question. We're not naming Don Bosco. When we were in the naming committee, I thought we were just naming the Paterson Catholic building at that time. It wasn't the students. They're going to remain with their name there, but when they go to their new building we were going to suggest to make the new building with the new name. It would actually be the Paterson Catholic building itself being renamed, not the middle school.

Comm. Mimms: But that's my concern. It's a temporary move. There's really no priority for saying right now we have to name that school a name. We still have to go through the SDA process. We're still in process for Paterson Catholic. It's not solidified. It's not done. So to say make this a priority like School 16, it's not. To name schools is a good idea. Is it a priority on the myriad of concerns and the lack of resources that we have in our district? Absolutely not! It's not a priority to say all of a sudden we have to name Paterson Catholic. That's something that we can wait for. School 16, absolutely! It's a brand new school. What great accreditation to that community for considerations like Mary Agosto. That's a great consideration. But Paterson Catholic is not solidified yet. That's my opinion. Everyone's entitled to it. It's not a priority in the community. It's not a priority for our children. I'm quite sure people in the community once they find out what's going on are going to say the same thing. It's not a priority right now at this moment. Later on we can go back to it, but at this very moment it's not a priority on the list of things that we have going on in our district.

Comm. Hodges: I really have to agree with Comm. Mimms. As I'm sitting here I'm really wondering. I don't see anybody who's actually from School 16's neighborhood here tonight. I don't know how much they were able to come to the table and be notified, other than you. You know what I'm talking about. I don't see them here. The process really needs to be thought out because when people find out what you're trying to do, this place is going to change in terms of who shows up here. Some of you weren't here when we had this in the past and these things get complicated. So I think this kind of thing really deserves a lot of conversation, time, and patience. There is no rush to name any of these schools, quite frankly. I think that we really owe the public the opportunity to weigh in in a significant manner. To my way of thinking, that has not happened yet. That's number one. In terms of Don Bosco, you can simply call it Don Bosco at Paterson Catholic. You don't have to change anything and just move on. It's not even our building for sure yet, which is what I'm really afraid of. It's not even our building yet. Things seem to change around here in terms of Christie and the SDA. I'd like to see resumes and a discussion over and above this initial thought. I'd like the public to see them more than me because I want them to understand that once you change the name, that's it.

Comm. Irving: There's no going back.



Comm. Hodges: Absolutely not. I think that there's no rush for this process. I'd like to spend the time trying to figure out how we get more improvements with this and what this actually means in terms of the PARCC testing than this kind of time as we look at what we're going to do for the rest of the year trying to cope with the substantial financial losses that we've incurred here. There's no rush. I think you need more people in the community as part of this process to discuss what's going on. At the very least, the people who are going to School 16, there should be a meeting there to discuss what's happening before we move anywhere. That's my position.

Comm. Cleaves: I didn't get your name, but thank you for the history lesson that you gave us this evening about your mother. I wrote all the dates down. I was one of those Commissioners that was very adamant about School 16 being a community school for the community children that lived in that area. They had been displaced for so many years and when we sat and discussed about what should actually be housed in School 16 or who should be housed in School 16, I was very adamant about it being the community children that lived in that community. I could see naming School 16 as People's Park because that is the area and giving Ms. Agosto her just due of naming the media center after her. I was very adamant about it being about that community. That is the People's Park community. That's just my opinion.

Comm. Simmons: While I agree with much of what was said by the other Commissioners, I do have a concern with Paterson Catholic simply because it is Paterson Catholic. While you may have Muslim or Christian students going there, it's still looked at as a catholic school. I don't know what you call it, but we do have an opportunity because the building will ultimately belong to us. We do have an opportunity to give that school an identity so that those kids that are going to that school do have pride. Right now I don't know what you call it. With all due respect, I get your point about Don Bosco, but Don Bosco is a person.

Comm. Cleaves: I'm going to always call it Paterson Catholic because it's dear to me.

Comm. Simmons: It's not my fault you went there. You could have gone to Eastside. I want to share that concern with the catholic name being attached to it.

Comm. Irving: Makes sense.

Comm. Kerr: I agree with Comm. Cleaves and Comm. Simmons. Sometimes when you try to single out any one individual and give them that kind of accolade by naming a building and there are other people in the community that if you do the research a little deeper you'll find that they have contributed much more to the development of our community than the person that you are now giving that high honor. That's a problem and that can turn off a lot of people. I would not wish it for our district. I like the idea that you name the building for the community and that would involve everyone who lives in that section of town. Comm. Hodges recommended that you name it Don Bosco at PC. So for right now it has an identify, but as soon as you straighten out the other

pieces and have the new Don Bosco build, they are going to take that name back to the building and then you can rename that school. That would be my recommendation.

Comm. Castillo: Starting off with Paterson Catholic, if I'm not mistaken, at the meeting we agreed that we were going to name the kids, not necessarily the building. Once those kids move back to Union Avenue, then the name would carry. Let's say if it's Dr. Irving Elementary, then that name would carry on to Union Avenue and we would name Paterson Catholic later on once we figured out what was going to happen, just to give those kids an identity. You don't know what those kids are called. They don't have a name. Is it Paterson Catholic? Is it Don Bosco? We have so many different communities involved in this. There are two catholic names on the school.

Comm. Cleaves: Paterson Catholic is not on the building anymore.

Comm. Castillo: But if you call it Don Bosco we're still going back on the same thing.

Comm. Cleaves: Technically it's Don Bosco right now.

Comm. Castillo: It's still catholic. The only thing I did suggest on the list was, just for the same reason of giving the kids an identity, Maria Magda for School 24, which we did a switch. Apart from naming the schools for the community, like the Hillcrest on School 27, we also need to give the kids an idea of where they're coming from. What else happened before them? Who else achieved and allowed them to be role models for these students there? We have someone like Maria Magda or Ms. Agosto for School 16, which are people that have shaped our community. They have served the community and things are the way they are now because they put in their grade. Someone like Ms. Agosto who started the PTAs or the Italian Voice, or someone like Maria Magda who was the first female deputy mayor or city council president and the longest elected female Hispanic elected official - I think those are things that we have to consider, not only just the name. I can come into School 24, which is primarily Hispanic, and this person just like you went through different struggles and they were able to do something for this community. You can still come back and do the same thing. Even though we have a lot of struggles and there are a lot of things that we need to fix in this community and district, I think the morale is also a big thing that we can look forward to.

Comm. Mimms: First of all, I don't want to identify our kids as anything. I don't want to say we just want to identify the kids and not name a school. We're not here to place identity on our children. That is not our purpose. The purpose of this hearing is to discuss with the community the possibility of School 16 and the Don Bosco building for Paterson Catholic. School 24 was not even in our information.

Comm. Castillo: Yes, it was.

Comm. Mimms: It was not there. If it was in your meeting it wasn't on the sheet that we received.

Comm. Castillo: It was.

Comm. Mimms: It was not there. The discussion was on two schools and there were two recommendations. School 24 was not presented to us. School 16 was the school that we got for Maria Magda and then for Don Bosco it was Reverend Albert P. Rowe. School 24 was not given to us. If it was something you had, I don't have it. I don't know if any other Board member has it. That's not the point. The point here is we called tonight at my recommendation at the last meeting because when it was presented to us from the school naming committee the three of you talked in your community and then it was presented that there were two names that were selected from your committee. I made a comment because there is a Board policy in place. Board Policy #7250 gives us clear criteria on how we go about naming schools. It breaks it out how it's supposed to be done with résumés. I thanked Dr. Irving earlier because he took my recommendation because we have to follow policy. That's what we're about, to follow the policies. So based on that, he called for this public hearing to openly have people come out and to talk about recommendations on what they wanted. We're not here to identify our children. Our children have an identity. They have names already. Their parents named them. We're not here for that. Our purpose here tonight is to discuss these two things that are on the table, School 16 and Don Bosco. We don't even own that building yet. That's a big problem. We don't even own the building and we're talking about trying to put a name there. This shouldn't even be on the table. We don't own the building at all. So to even have a discussion and have the community come is a disservice to the community because we do not own that building at present. If we want to talk about any school, it should be School 16 and then we move forward with other things in committee. With us not owning the building, to talk about putting any name on top of something we don't own, that's like going to your neighbor's house and saying I'm going to name this house so-and-so. You don't own that house. You can't name it anything. You have to wait until all the processes have been completed and then we do our due diligence to say these are some recommendations. It's not a point of coming here to argue against what your thoughts and opinions are. I'm dealing with facts. There's a policy in place, #7250. It's clear. It talks about people who give contributions to education, history, society, Paterson, international, and multiculturalism, and their ethics of character. It's not just based on what you say out of your mouth. There is supposed to be documentation presented, which was not done in the first meeting, and that's why we're having this hearing. Then we'll have other meetings to talk about it. Dr. Irving has already stated that there's going to be a few more meetings to go through. We can't make any decision tonight. We have 150,000 plus people in the community. They're not here. We have to hear what the community is thinking. We haven't even mentioned other names. We have a list of names that were mentioned. Someone mentioned Al Moody. His name was one of the names that were mentioned. We have other names that were mentioned that were presented that were not on the original list. Dr. Irving took that recommendation and we were able to submit other names like Vera Ames and Larry Doby. There were other names that were mentioned that we haven't even discussed tonight. I'm just trying to get the basis tonight. Paterson Catholic to me should not even be on the table. We don't own it yet. It should be totally off the table. For us to sit here and waste all this time on naming schools

when we don't have security guards, nurses, and there are 178 vacancies is absolutely ridiculous.

Comm. Irving: In all fairness, I hear you, but a lot of this time we're sharing.

Comm. Mimms: We have to make it plain.

Comm. Irving: You've made it clear.

Comm. Mimms: Just like you told Comm. Cleaves not to cut her off, don't cut me off. We have to make this clear because the community needs to hear somebody speak for them. We were elected to speak for the community. We don't have the whole community here. I'm speaking for those people that elected me and the others that didn't. I have no issues with Dr. Rowe. He's my colleague. I have no issues with Maria Magda. I know her very well. I know her family and everybody. But the issue is - are these the best recommendations? That's the concern. Did we follow policy? We have not. That's really the issue. It has nothing to do with those people and they're not qualified. There is a policy and a procedure in place that we did not follow and that's why we're at this public hearing and we'll have other meetings. If we're a Board and we're legislated through the policies and procedures of a board, we have to do it based on our policies. That's why we have to have this discussion and follow the policy. Cheryl has it, so if the audience doesn't have it they can have it. We have it. I'm reading it. I'm not saying something off the top of my head. I know the policy inside out because I read it. I wanted to ensure when we do naming schools that we're doing it based on our policy that's written. If we need to revamp the policy, then we work on revamping it. But currently our policy has clear outlined details that we must follow. If we don't follow them, that's a problem.

Comm. Irving: I hear you. I'm just saying you've made that clear. I think we hear you. You've made it abundantly clear. I want to make sure you know that we hear you. I think following that process is important and allows us to have these conversations. Loud and clear! With that said, everyone on this Board still has the authority and responsibility to make recommendations even outside of the scope of what we just discussed. I think it's important to respect that as well. Do you want to follow up on that before I go to Flavio?

Comm. Castillo: Yes. On that note, we are all here. We all got elected and we're all serving our community. I do understand the community in its entirety is not here and we're not expecting to vote on anything today. But as an elected official and a person from this community as well I think I'm allowed to serve on my ideas. We also don't want to mistake that the people on this Board are also not aware of what the policy is. We're here to have a conversation of possibilities. We have all read the policy and we've broken it down. That's why we made the recommendations and they were vetted ideas. Is it my opinion? Yes. Is it some people? Yes. Does it have to be voted on? Not exactly and not everyone has to agree on it. But I think we need to make sure of that as well, that we're all serving the community and we're all serving a purpose.

Maybe our ideals on why we choose the name isn't the same, but I think we're all here on the same page and that's how it should be treated. I know it's in the best intentions, but I think we need to make that clarification that it's not that we're coming here and just throwing things out of our head and we're not educated, and not checking, and not researching, and not checking out the policy before we speak on this microphone.

Comm. Mimms: I disagree.

Comm. Rivera: I'm looking at this list of names. I have a lot of respect for everyone on this list and I'm sure they're all deserving. But what turned out to be something simple has turned into a...

Comm. Irving: It's always like this.

Comm. Rivera: Let me just get to the point. We have a lot more important things to take care of. It's not that this is not important, but we just spent this amount of time here. If you ask 100 people from the community, you're probably going to get 70 different names of who they think the school should be named after. I agree with Dr. Hodges with just naming School 16. I would leave it the way it is. But regarding PC/Don Bosco, I like the name Don Bosco at Paterson Catholic. It's just to identify it. If you go to Google right now and you look up Don Bosco, do you know which one you're going to get? Union Avenue. That's my thing. Let's specify what it is. It's Don Bosco at Paterson Catholic. I agree with Dr. Hodges on that one. I have a lot of respect for all these names on this list, but I don't think this is the right time. With everything the district is going through, I don't think this is the right time to be going through this. That's just my opinion.

Comm. Irving: Anything new before we move forward?

Comm. Hodges: Yeah, I have some new stuff. I really don't want to talk about this tonight. I really don't. There are other things. My report alone is worth about three or four hours. We spent three or four hours last night having a discussion about curriculum and instruction which, by the way, is the reason why we're here. Let me get back to this. The policy on page 3 mentions the name, age, place of birth, and whether the person is deceased should be submitted with the resume. I don't see any résumés. This certainly isn't a résumé. On the surface this discussion shows you that we're not prepared to do this. I can't say that everybody has read the policy. Some folks here don't read all the things that are put in front of their desk, including me. You can't assume that they do. That's just one thing. All I'm saying to you is a lot more work has to go into this. A lot more work has to go into informing the people who really are important here - the parents and the students. They're not here. Their input is not here. This is a nice list. I'm sure there will be more when enough people come to the table and put what they want to discuss. This is not adequate as far as I'm concerned. I don't even want to get involved in it at all. You weren't here for it the last time.

Comm. Irving: I was here last time.

Comm. Hodges: No, back for School 27. You weren't here for that mess.

Comm. Irving: I was here for the other one.

Comm. Hodges: Yes. School 27 where it just took off and became this huge mess. I don't want to waste our time with that kind of conversation here tonight, or without having proper information and a process delineated so there are no concerns. It's not he said or she said. We know where we're going. Here are the steps one, two, three. Here's paperwork all bottled up. The public has an understanding of what the questions and issues are. They can bring their information and then we can sit down and intelligently discuss that. That has not happened yet as far as I'm concerned. So I would suggest that we table this and then move on to more substantive issues that are in front of us. We may have to have an executive session tonight.

Comm. Cleaves: I second.

Comm. Irving: Let's move on. The issue will be tabled and at some point in time we'll certainly revisit it. Let me make one thing very clear – no matter when this conversation comes up, this will always be an issue. This is just unavoidable. No matter who's sitting here, when this conversation happens this will always be an issue. The other piece that's important to mention is that we can't be afraid to take up the issue, but do it in a way that follows the process and that respects everyone's opinion and that of the collective. This is a Board of nine, not one, three, or four. Collectively whatever the majority of the Board decides, whether we like it or not, this is the Board's decision. But I think that should be vetted and seeped in understanding what the process is. Everyone at least feels heard and validated. To Comm. Mimms' point, I think that's why we started down this road, which I think is an important road to go down.

Comm. Rivera: I notice there's a lot of disagreement regarding the policy. We have a corporation counsel here and none of us has asked for an opinion. I'm reading this document. Based on conversations I've had in the past with some members at one time I heard that the person needs to be deceased. No, they don't. It says here special consideration should be given to that list of criteria. The person doesn't even have to be from Paterson. It says special consideration. I'm looking at the next page and it says primary consideration should be given to and it has a different criteria. We each read the policy and we want to interpret it. We're all interpreting it differently. That's why we have corporation counsel. That's why he's sitting here, for us to ask for his legal opinion whenever we have disagreements. In the future, if we have disagreements regarding any policy, let's just ask corporation counsel.

Comm. Irving: Everything is going to be based on interpretation. Policies are written in a way that the Board and staff can help create regulations around those policies. I think it's important for us to recognize in this case we have a policy that allows us the levity and flexibility to create a process. We have a process that we have followed. My concern is that if this group isn't ready to engage in a conversation, we just shouldn't engage in it right now, more so because we have more important things at the table.

I'm not saying don't engage in the conversation because I think we should, but maybe just not now. I'm hearing all this to say that maybe we just aren't ready. Let's see if we get through December and January and if a new Board cycle comes in and what the sentiment of those folks will be like as well.

\*Comm. Rivera leaves the meeting.

### **Discussion on the Paterson Internal Audit Unit Overtime Review Report**

Ms. Daisy Ayala: Good evening everyone. Before I start going into giving you a summary on the audit, I just want you to know that this was based on approximately 367 transactions in one year and 155 transactions in another year. The total of employees was about 10,000. The result of the audit is 8 employees were overpaid in the amount of \$1,013.35. Six employees were underpaid in the amount of \$245.97. The total discrepancy is \$767.38. It was a total of \$270 million that we paid out in one year, and \$117 million was paid out in six months. So I just wanted you to get the logistics of that. What you have in front of you is basically what they said. Do you want me to go through every single item?

Comm. Irving: We got the report ahead of time so everyone should have read this. My preference would be to just go over the actual audit findings and corrective actions, and then see if any Board members have any questions thereafter.

Ms. Ayala: Basically, the dollar amount was insignificant. It was immaterial, which is a good thing because it means for a budget this size the human error is very minimum. That means that we have pretty good internal controls. However, there is human error. We're human and that's a good thing that we have humans doing the payroll and not robots. Some of the findings that require some correction have already been taking place. We have moved the overtime into the Deputy Superintendent's office, Ms. Shafer, and she has been monitoring that. We have already put things in place before we even received this audit. The other thing is they want us to be consistent with the form that we utilize for approval. And they want us to be consistent with if there is an SOP in place it's for everyone to follow the SOP. If we want an exception out of the SOP, then we should indicate so within the SOP. The other thing is they want us to kind of take a look at anybody that exceeds overtime by 20%. That seems to be a problem. They don't want us to go over that dollar amount. However, there is an exception. For example, custodians are something that we can't control because we rely on them for weather and Mother Nature, which makes it very difficult for us to monitor that. For example, if a pipe bursts in a building, there's no way that I can tell Steve Morlino not to come in to fix it on a Saturday or Sunday. But those are the only things. I think we need to take a look at our SOP and say we're going to make sure that employees do not exceed the 20%. However, the exception has to be when there is a health and safety emergency at hand. That's pretty much it. There is one other issue that they want us to take a look at and that's one of the collective bargaining units. They are not following the FSLA. In the contract it stipulates that anytime they work

over 35 hours is paid at time and a half. The federal labor standard is 40 hours. I know that I brought it over to Luis and they are going to be looking at that matter.

\*Comm. Castillo leaves the meeting at 8:20 p.m.

Comm. Irving: Just so you folks know, we did have this discussion in finance but we wanted to ensure that as we have the conversation as a larger group that the most important piece Daisy underscored to us was that while we do have several audit findings, the amount... The highest amount was what, Daisy? Just remind me.

Ms. Ayala: \$1,000.00.

Comm. Irving: Right. While these are issues certainly we should address, in light of years past – and Comm. Kerr can attest to this – where we were relative to the amount of audit exceptions we had and the amount of overtime we were experiencing, I have to say you all have done a pretty good job at trying to reign this back under control. This city is suffering because there is no one watching the store relative to overtime. I think this Board and this district should be commended for what we're doing relative to the monitoring of overtime and the procedures that we have in place to monitor overtime. I think we certainly can do better and I think we would all love zero audit findings.

Ms. Ayala: Yes, I think under different circumstances you probably will have zero. But keep in mind we did four years of retro pay.

Comm. Irving: I think again that's a testament to the practices that we've had in finance and the business office. But I think now having moved the process over to the Deputy Superintendent who oversees and approves overtime it allows for a different layer of accountability moving from the director of that unit to the assistant superintendent and then to the Deputy Superintendent and ultimately you as the Business Administrator who ends up paying that overtime. Yes, there are legitimate checks and balances. Are there any other comments relative to this?

Comm. Kerr: I just would like to ask a question. Do you have a written CAP document for the audit?

Ms. Ayala: Yes, it was submitted to the Board.

Comm. Kerr: Was it sent?

Ms. Ayala: Yes.

Comm. Irving: Yes.

Comm. Kerr: Can you send it to me again, Daisy?

Ms. Ayala: Okay.



Comm. Irving: Cheryl gives a 'good' nod.

Ms. Ayala: I just want to thank my staff because they do work very hard and diligently to make sure that our margin of error is zero. That is our goal and we strive for that.

Comm. Irving: Comm. Kerr, I think one of the biggest elements of the corrective action plan indicated the process that Daisy outlined and I just shared. It ends with the Deputy Superintendent. As someone requests overtime it has to go through several different...

Ms. Ayala: Prior approvals.

Comm. Irving: Right, before the person can even enter it, which I think is good. I think at times in the past...

Ms. Ayala: It was after the fact.

Comm. Irving: Years ago we would say somebody has to work overtime so go ahead. No! Let's approve it, let's figure out what it's for, and if it's necessary. That has to be the process. We're living lean right now.

Ms. Ayala: The other thing they mentioned as a recommendation is since we shouldn't be paying supervisors for overtime and supervisors have gotten paid for overtime, they said we should look at that closely. If overtime is needed, then we should use clerical work. If a supervisor's job takes four, or five, or seven or ten hours, then sometimes you have to do what you have to do. It's part of your responsibility.

Comm. Irving: Good. I agree. Are there any other questions? Thank you, Daisy.

Ms. Ayala: You're welcome.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Dr. Evans: I have two brief items, for both I have handouts and I shall endeavor to be brief. I'm going to do something I don't normally do, and that's read these documents to you because the words that we've chosen are appropriate. The first one has to do with out-of-school suspensions for students in grades pre-k through 2. "In recent weeks, data was released indicating that 238 students in grades pre-k through 2 were suspended from school out of school for various violations of school and district rules and in some cases laws. Within days of this occurrence, Governor Christie signed into legislation a new law prohibiting the suspension of students in grades pre-k through 2 that becomes effective during the 2017-2018 school year. Indeed, many in the community, including myself, were both troubled by this data and were immediately challenged to change such outcomes for our children. The purpose of this memorandum is to communicate steps being instituted to change these outcomes while developing plans to fully implement the new law to prohibit out-of-school suspensions for our youngest students. It is also important to note that the Paterson Public School District recently revised its'

code of conduct. In addition, the district is currently participating with other school districts across the nation in Rethink Discipline, a Whitehouse initiative designed to help school districts and states improve school discipline policies and practices. To this end, the following steps are being taken. In the July 22, 2015, convening of Rethink Discipline, participants including myself and Maria Santa of the Paterson Public School District reviewed new tools and resources to be released by the supportive school discipline initiative and interagency initiative launched by the administration in 2001, along with data and research that underscores the need for further action. In addition, local, state, and national school district leaders from across the United States shared best practices used to dismantle the school-to-prison pipeline by fostering safe, supportive, and productive learning environments that keep students in school and out of the juvenile justice system. In fact, you guys may remember last year Ms. Santa and I brought information to you and shared with you information that we had discussed and learned from other districts. Ultimately, one of our charges from those conveners at the White House was for us to, not only share what we're doing in Paterson, and we did and some of it is represented in one or two of the items that I have here, but also to stay connected to Rethink Discipline. We are and we continue to be connected to Rethink Discipline. Participants including those from Paterson, Ms. Santa and me, committed to continue to affiliate with this initiative and to utilize tools such as New Jersey Positive Behavior Supports in Schools (NJPBSIS) where applicable to improve outcomes for students, including the reduction of out-of-school suspensions. Indeed, I think it's 22 schools where we're currently implementing NJPBSIS and in large measure the outcomes are very different in those schools. The district is currently implementing NJPBSIS in its Priority and Focus Schools and will expand the initiative to all elementary schools. A Paterson work group on out-of-school suspensions is being identified to develop strategies for eliminating suspensions of students in grades preschool through 2. Ms. Shafer is actually leading that effort and she has preliminarily identified membership for it. They're going to be convening very soon. Membership will include internal district staff from schools and the district office as well as other community stakeholders led by the Deputy Superintendent. The focus of the work group will be to:

- Review and revise the student code of conduct to meet requirements established in new legislation
- Recommend additional strategies, tools, and supports for schools to address and implement to effectively address the needs of students, which require impactful interventions. In other words, the students who typically find themselves in a situation where consideration is being given to an out-of-school suspensions in that pre-k through 2 range.
- Recommend professional development for school staff to improve parent communication and involvement, climate, culture, and to aid in addressing student needs and complete its work and provide a report to me and to the Board by December 22, 2016.
- Effectively November 1, 2016, I am prohibiting the out-of-school suspension of Paterson Public School students in pre-k through 2 districtwide.

To this end, between today and November 1, assistant superintendents for Units 1 and 2 are directed to work collaboratively with elementary school principals to find creative yet impactful interventions for students who otherwise may be suspended out of school. In the interim, principals with pre-k through 2 students who commit offenses that may otherwise have been considered for out-of-school suspension should contact their assistant superintendent for guidance prior to taking action. Questions regarding this should be forwarded to me or to Ms. Shafer.” I'll pause to see if there are any questions before I move on to the second item.

Comm. Hodges: The curriculum committee delved into this a little bit last night and one of the concerns is there's behavior on the part of kindergarten students that warrant some sort of significant attention. That seems to be on the rise and it's not behavior that you would normally see in students this age. It's one thing to say we're not going to suspend you. It's quite something else to find ways to address that behavior that's unfolding. We have 13 SACs and some of these students are bringing drugs, weapons, knives, and guns to school. They're angry and filled with rage and they're taking it out on their classmates. These things are happening. As you know, I'm not a person that's wants to punish young children, but we need to understand that just saying we're not going to punish you for these situations is not going to change what the problem is. We need behaviorists, people who come in and provide meaningful intervention. But if you're not going to do those things, all you're going to do is expose other students to that kind of behavior, which could be harmful to the other people. Unless we address the underlying issue that causes kindergarten students to act in these very challenging ways you're not solving anything. You're just moving it off the street and keeping it inside the building, which could cause more problems than we have right now. Now somebody else could get hurt. I think part of that strategy has to be to find ways to bring requisite personnel to bear on some of these issues that these children have. I don't know how you find the money, but the fact that you need the services is absolutely clear. This is not what you see as normal behavior for kindergarten and first grade students. It's not. If these things are occurring, then something concrete has to be done – which requires funding – to address it, not just declaring it's not going to be a problem, which is what the Governor is doing.

Comm. Irving: Let me just double down on what Dr. Hodges has said. I think the statement is great. I think what is missing is just a concrete series of services. It's great to say this, but if we leave it up to principals and administrators that means every single school is going to have their own interpretation and this is the problem we're finding ourselves in. Certain schools are suspending children at different propensities and rates than other schools. My suggestion is if you can come back to us given this is your road map for the specific interventions that we're going to offer kids in lieu of out-of-school suspensions. Here's the truth. We know about the other behavior modifications for lesser offenses. We're not talking about those. We're talking about the offenses where we'd categorize a young person and say the child has to be gone for 10 days. We're talking about major offenses. What are the resources? Is there therapy? Are there counseling sessions with SACs? Are there intervention services in the school? To be able to list that so that parents and community members know and folks who

have lobbied for this know that when parents have an issue they know what the resources. I think it's really important to spell that process out.

Comm. Kerr: I do agree with Dr. Hodges and Dr. Irving that we need to find a way of intervening. However, I do agree with you, Dr. Evans, that the first step that needs to be made here is to say we are not going to suspend these kids. When we say we're not going to suspend these kids, then it forces us to. Now we're putting ourselves in a place where we are forced to find ways of intervening to remedy the problem. To me suspension is surrender.

Comm. Irving: It's easy.

Comm. Kerr: It's easy. Just stay home five or ten days and nothing happens. But when you say you're not going to do it then you're placed in a position that you have to find some means to intervene and help sort it out. I accept your position of no suspension and that, I'm sure, will force us to find a way of dealing with these kids.

Comm. Mimms: Possibly based on the data of the occurrences categorized and then identify what's needed. Is it SAC? Is it intervention? Is it crisis? Most of it is emotional needs or issues pertaining to the home or whatever else the child needs. If we look at the past behavior based on three or five years of data to say this is what the number was because of these incidents, then we can determine what's needed and that will fight the case to get Title 1 money or whatever monies to bring in those resources. You can say you want something, but everything is needs-based. When you present that case to say this is what it is, these are categories, and we believe these positions are needed to fulfill these obligations within that k-2, then we'll get that money for those things.

Comm. Simmons: I was going to say pretty much the same thing. On another note, when we talk about kids coming to school with drugs and weapons, shouldn't we already be doing something? We suspend the kid, which obviously we know the kid didn't go get drugs from somewhere or buy a weapon from someone. Do we have an obligation to report those incidents to DYFS?

Dr. Evans: Yes, and we do.

Comm. Simmons: Okay. I just wanted to make sure we were doing that. I do agree with not suspending the child because I don't think the child should be suspended in that case. That only makes the problem worse. Now you're just putting them back into the environment that's actually causing them the most harm. I just want to make sure that we're doing our due diligence to make sure that we're protecting the child and doing what we need to do to report those incidents.

Comm. Hodges: I really want to underscore the fact that it's not just carrying a gun or a knife. It's actually attacking other students and teachers in a fit of anger which you would not normally expect a kindergarten student to have. That's why I'm really pushing the idea of intervention and having those professionals available to provide those

services. We've discussed this in the past. Even when we had money we didn't do this and now the problem is beginning to reach down to our younger grades. We're going to have to move forward with this. Some of these kids are expressing a rage or an anger that's extraordinary.

Comm. Irving: And sad.

Comm. Hodges: It's frightening. If you're five years old and you're doing some of these things, then that's a problem. The child's whole life can be a problem because we don't address it at that particular point in time. I like this. I know this is a report. As they say, if you want to delay something you create a committee and push it on down the road. But I think there has to be some real commitment. We shouldn't wait until December. You know you need a behaviorist. You need some of those people here. You can't wait until December to hire them because there's work for them to do now.

Comm. Irving: Just bringing this back home, I think everyone is saying this is a great first step. This is the appropriate reaction that the district should take. I think the next step should be what's our plan and what the services look like. This Board should get that much sooner than later.

Dr. Evans: Okay. I will again reference Item #3B, the committee that Ms. Shafer has put together will develop a list of interventions. In fact, it reads recommend additional strategies, tools, and supports. That includes interventions.

Comm. Irving: Does Ms. Shafer ever sleep? How many committees does she chair?

Dr. Evans: In the meantime, one of the roles that the assistant superintendents will play until that committee finishes its work and brings that product to you, is to do that on a case-by-case basis. If principals have a situation, they are to call their assistant superintendent before they do anything and then they will brainstorm interventions. We totally agree. We're on the same page with everything that you've said. The second item involves an article that appeared late this afternoon in the newspaper. There was a media statement that I released and is one that I cannot talk about publicly because there is litigation involved. But I do want to read publicly the statement that we sent to the media in response to their request. "Our number one priority as a school district has been the implementation of effective academic programs that are research-based and outcome-driven for 28,000 students. This certification discussed my support of these types of educational reforms, ones that we have utilized, such as extended day and other school improvement strategies used within schools to improve student achievement and have helped us realize success in improving student achievement, attendance rates, and ultimately our graduation rates. Whether educating children in urban, suburban, or rural areas we must consider these research-based practices in order to effectively prepare our students for college and careers. A fair reading of my entire certification makes it very clear that I am discussing these specific best practices and that I am in no way addressing the issue of the School Funding Formula." I just want to be clear absolutely about that. Again, I can't say more about the context and

circumstances under which it was given. I'll stop there because then I'll say something that goes against the legal nature of this. I just wanted to read that for the public and for the Board. I know some Board members have a more complete understanding of the situation because we've had very brief words about it.

Comm. Irving: Thank you, Dr. Evans, for sharing that. I think folks have read the statement and your comments. You can't comment on it, but my interpretation is that was probably prepared in some way or manner for a different context and was picked up and/or used in a way that you probably did not intend. It was used nonetheless. I think the concern now is we have to wait and see what happens with that type of commentary.

Comm. Hodges: Mr. President, with all due respect, I think the Board deserves a discussion about this. Since this does involve litigation this should be something that we do in closed session. Even just an understanding of the implications of that certification to this Board and the school district needs to be explained to the Board. You're going to be inundated tomorrow.

Comm. Irving: I think the implications are pretty obvious.

Comm. Hodges: No, they're not. Trust me. I don't think it's universally understood what the implications are. I think there at least should be a short discussion as to what that means. As Dr. Evans mentioned, there is litigation which does impact us.

Comm. Irving: And every other urban district in the state.

Comm. Hodges: Absolutely. There are some questions as to whether or not this helps us or not. That being said, as a Board we need to be of one understanding as to what this means for us. I think that needs to be done as soon as possible. We don't need to be here all night. It doesn't involve a long discussion.

Comm. Irving: I don't mind doing an executive session. I just want to make sure we cover the items that we have here. Having gone through all the agenda items, I'm much more concerned about this conversation than some of the action items we have right here. From what I read and from what I know it's been used for...

Comm. Hodges: I was on the phone this afternoon with the Education Law Center, the press, and the union. I just think that to give a clearer picture you need to get a better sense of what this may or may not mean for us. I haven't read the article, but tomorrow when they read it there may be a lot of misunderstanding in the community, which is unnecessary. It's going to be incumbent upon us to help them understand what the implications are. That's all I'm going to say.

Comm. Irving: Let's try to move through these action items we have in the next hour or so. Then if we can get through this stuff in an hour or so, we'll go into executive session, which will put us around 10:00 p.m. I think it's still fair and reasonable for us to

be able to get in and out. Dr. Evans, anything else on that? Are you okay with an executive session to discuss this?

Dr. Evans: Sure.

Comm. Irving: In all earnest, I just have one fundamental question to ask when we get back there.

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

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills and claims dated September 2016, beginning with check number 201411 and ending with check number 201720 in the amount of \$17,051,801.22, and bills and claims dated September 29, 2016, beginning with vendor number 7080 and ending with vendor number 4000362A in the amount of \$9,024,622.47; 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. Cleaves, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except 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. 2

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

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

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

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

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

### CONFERENCE/WORKSHOP REQUESTS October 5, 2016 Workshop Meeting

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Beatriz Quiroz	National Center for Community Schools, The Interchurch Center	October 13-14, 2016	\$132.06 (transportation)
Budget Analyst/Academic Services	New York City, NY		
Eric Glatz	New Jersey Council for Social Studies	October 25, 2016	\$80.00 (registration)
Teacher/STEM @ JFK	Piscataway, NJ		
Heather Frank-Goffe	FEA/NJPSA/NJASCD Fall Conference	October 20-21, 2016	\$298.00 (registration)
Vice Principal/STEM @ JFK	Long Branch, NJ		
Nicholas Vancheri	FEA/NJPSA/NJASCD Fall Conference	October 20-21, 2016	\$298.00 (registration)
Principal/STEM @ JFK	Long Branch, NJ		



Steven Morlino	NJSBA Annual Workshop	October 25-27, 2016	\$100.00 (registration)
Executive Director/Facilities	Atlantic City, NJ		
Virginia Galizia	ASCD	November 2-6, 2016	\$856.00 (registration)
Principal/Alexander Hamilton Acad.	National Harbor, MD		

**TOTAL CONFERENCES: 6**  
**TOTAL AMOUNT: \$1,764.06**

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

Comm. Irving: Let's note that as we vote we're all going to abstain from anything having to do with our names. Cheryl, I just want to move this pretty fast so I'm going to do a poll.

**On roll call all members voted in the affirmative, with each Board member abstaining from their own name. 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 School Business Administrator, acknowledges the payment schedule issued by the State of New Jersey, for the Charter Schools located in the city of Paterson.

Whereas, each Charter School on the attached schedule will receive payment as close to the 8<sup>th</sup> and 22<sup>nd</sup> of each month in the amount as designated by the State of New Jersey.

Now, Therefore, Be It Resolved, Paterson Public Schools, approve payment to the Charter Schools attached hereto, according to the State of New Jersey Payment Schedule. Payment will be made on or as close to the 8<sup>th</sup> and 22<sup>nd</sup> of every month from October 2016 through June 2017. No additional bill list will be required.

Be It Further Resolved, that this resolution shall take effect upon its adoption and be made part of the minutes.

**It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Kerr, Comm. Mimms, and Comm. Redmon who voted no. The motion did not carry.**

**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**

Whereas, the School Business Administrator, acknowledges that the Early Childhood Care providers will receive one tenth of their contract amount after each workshop meeting from October 2016 through June 2017.

Now, Therefore, Be It Resolved, Paterson Public Schools, approve payment to the Early Childhood Care Providers to receive one tenth of their perspective contract amounts within 48 hours of the Board Workshop meetings, or as close to the 8<sup>th</sup> of every month from October 2016 through June 2017. No additional bill list will be required.

Be It Further Resolved, that this resolution shall take effect upon its adoption and be made part of the minutes.

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

Comm. Mimms: What is the difference now versus what was being done previously?

Comm. Irving: All I know is this is done with the intention of trying to get them the money much sooner and on time. Daisy can tell you the process.

Ms. Ayala: Since we're now performing as if we were under local control, everything has to go to the finance committee and then the Board. Sometimes the finance committee is postponed and that delays the process. In order for them to get payment on the 8<sup>th</sup> according to the schedule we get from the state, we ask for permission to do it all now so we can submit it in a timely manner. We're also looking into doing some electronically, but some of the daycare centers are mom and pops, so it's not that simple. That's something we were looking to do moving forward, doing a schedule so they can be paid on the 8<sup>th</sup> when we get our funds from the state.

Comm. Mimms: So it's not all the district. There's some manual work that's done by some of the other smaller providers. Is that what you're saying? Some do it manually and some do it electronically?

Ms. Ayala: No. We're doing it manually now.

Comm. Irving: Our hope and interest is to save money and also to expedite the process for them. We want to move it digitally. Right now a check is cut and it goes in the mail. They have to wait for it to physically get to them, they deposit it in their account, and wait two days because most of these checks are big money. That could be almost five days. My bone of contention is that many of these centers employ Paterson people. If we have a case where a check is late we have people waiting close to a week after their prospective pay period. The intention behind this is to try to make sure we pay people who deserve to be paid on time.

Comm. Mimms: Why now? Why didn't we do this previously?

Ms. Ayala: Previously we didn't. A couple of times it went late. Now we can't move forward unless it's approved by the Board if we do it on a month-to-month basis. What I don't want to do is come every month because of the timeframe and realize that something has been cancelled or postponed and it doesn't get approved. There's a schedule that we have to follow by the state and we're saying we don't want to present it to you every month. We want permission from now to June to pay them as soon as we get the money from the state.

Comm. Mimms: I just have concerns because it's saying from October all the way through June. If there are any discrepancies and concerns, for me to approve, we can't retract. That's just my concern. It's not month-to-month. You're trying to do it from now until then to secure the remainder of the school year.

Ms. Ayala: We're more like the middleman. We get direction from the state. The state says this is how you pay it and this is who you pay. I don't think we're in a position to disagree.

Comm. Mimms: I just think that quarterly would have been better. But to do from October to June, that's just my bone of contention. Quarterly to me would have been better.

Comm. Irving: Are there any other questions on this?

**On roll call all members voted in the affirmative, except Comm. Hodges who abstained, and Comm. Mimms 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  
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Historic Preservation of the City of Paterson  
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Comm. Rivera  
Passaic County  
Private Industry Council (PIC)  
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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**

School Improvement Grant Program (SIG) Cohort 3 – Yr. 3 of 3 Grant Acceptance for Senator Frank Lautenberg School. Grant Agreement #17000500

Whereas, the Fiscal Year 2016-2017 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 3/3 in the amount of \$1,506,571 for (Senator Frank Lautenberg School) Grant Agreement Start Date: 9/1/2016 Grant Agreement End Date: 8/31/2017 is to be expended within the following categories:

Salaries/Stipends	730,476
Purchased Professional	35,002
Other Purchased Services	17,980
General Supplies	58,958
Other Objects	6,000
Other Salaries	297,158
Benefits	267,611
Purchased Professional	60,850
Other Purchased Services	6,090
Travel	1,550
Supplies and Materials	1,896
Other Objects	<u>23,000</u>
	\$1,506,571.00

Be It Resolved, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for (Senator Frank Lautenberg School) in amount of \$1,506,571.00 for the grant period of 09/01/16 through 08/31/17 for the purposes stated above.

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

Comm. Hodges: This is the last year of a three-year grant and they're beginning to assess what has occurred and the benefit to students. It's less than they've had in the past because of the stipends that are no longer necessary for teachers for overtime. I would suggest that you go ahead and approve No. 5 and No. 6. Both of them are the same type of thing.

Comm. Irving: Are there any other questions on No. 5?

Comm. Kerr: We are in the third year. You're looking at about \$3 million and we are in the last year of the grant. I just need to know how we're going to support it. If you look at this, this is great and it shows that we have made some progress. What are we going to do when you strip that? Is there a contingency being developed in the district to absorb that \$3 million shock next year?

Comm. Mimms: Actually, in the meeting that we had it was cut already. It was \$1.8 million last year and now it's \$1.5 million. One of the things that we talked about is what is already being affected because of this cut for this year. It was \$1.8 million for the Senator Lautenberg School and also for NRC. We asked, what is the difference of what's not being offered? They also said that they do have a plan after SIG grant. We asked to see it and we were supposed to get it today.

Comm. Hodges: No.

Comm. Mimms: By the next Board meeting? That's a concern because I want to see what's cut, what happened, and what we don't have compared to what they had last year.

Comm. Hodges: They also mentioned that they have had training already in place. This is not going to really be affecting the training. They're going to be benefitting from the training that's already in place. A great portion of our meetings has been about what's going to happen when the grants are gone.

Comm. Irving: Can I ask a question to you all in curriculum? Could you just ensure that you receive a plan? Maybe you've asked for it already.

Comm. Hodges: We've asked for it.

Comm. Irving: So you'll be creating an exit strategy more or less.

Comm. Hodges: Yes.

**On roll call all members voted in the affirmative, except 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. 6**

School Improvement Grant Program (SIG) Cohort 3 – Yr. 3 of 3 Grant Acceptance for New Roberto Clemente School. Grant Agreement #17000503

Whereas, the Fiscal Year 2016-2017 Grant Acceptance for NJ School Improvement Grant for SIG/Cohort 3 – Year 3/3 in the amount of \$1,473,390 for (School New Roberto Clemente) Grant Agreement Start Date: 9/1/2016 Grant Agreement End Date: 8/31/2017 is to be expended within the following categories:

Salaries/Stipends	780,056
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Purchased Professional	35,002
Other Purchased Services	17,630
General Supplies	58,958
Other Objects	6,000
Other Salaries	297,158
Benefits	267,611
Purchased Professional	60,850
Other Objects	<u>35,000</u>
	\$1,473,390.00

Be It Resolved, that the Paterson Board of Education accepts the funds from (SIG) School Improvement Grant for School New Roberto Clemente in amount of \$1,473,390.00 for the grant period of 09/01/16 through 08/31/17 for the purposes stated above.

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

Comm. Irving: Can I assume that the same question was asked for this?

Comm. Mimms: Yes.

**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. 7**

Whereas, the Paterson Public Schools is committed to providing students with a safe environment for learning and playing,

Whereas, the Jersey Cares will provide a playground equipment and space to meet the needs of School 9's students by providing different opportunities to engage in appropriate developmental play.

Whereas, the program will satisfy the following objectives: To provide crucial and vital opportunities for children to play. To foster all learning – emotional, social, motor and cognitive – is accelerated, facilitated, and fueled by the pleasure of play.

Whereas, Jersey Cares will provide services/equipment to revitalize CJR #9's playground with zero cost to the school and/or district.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon 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)  
Private Industry Council of Passaic County (PIC)  
Greater Bergen Community Action

### **Resolution No. 8**

Whereas, the Paterson Public School District is in favor of supporting quality community services for its students and working to support the healthy development of children in our community;

Whereas, the Paterson Public School District is in favor of developing and supporting relationships with community-based volunteer organizations engaged in activities that support and enhance the healthy educational, social and emotional development of children in the Paterson Public Schools community; and

Whereas, The “Jersey Cares” volunteer organization seeks to increase the participation of corporations and individuals in volunteer projects that enhance the aesthetics of selected communities and their institutions; and

Whereas, “Jersey Cares” would like to initiate a volunteer project partnering Paterson Public Schools with the Staff and volunteers that would create a more pleasant learning environment;

Now, Therefore, Be It Resolved, that the Paterson Board of Education will allow the staff and volunteers of “Jersey Cares” to complete volunteer projects at Paterson Public Schools that would enhance the appearance of the environment.

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

Comm. Mimms: Can we just get a list of what they're going to do? Can we get some specifics as to what they will be doing for each of those schools?

Comm. Irving: Cheryl, make sure you send a Board action. I remember when I read it they delineated what specific action was taking place in the school. Just make sure you can pull that. It's the second page in the Board action. We'll make sure we mail it out,  
Comm. Mimms.

**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. 9**

Whereas, the Professor in Residence program meets criteria for the Paterson Effective School Model Dimension 8: Professional Development and Priority 1 – Effective Academic Programs – Goal 6 – to increase academic rigor; and

Whereas, the Paterson Public School District is committed to providing Professional Development to certified staff members; and

Whereas, the district initiative, to provide a combination of Professional Development programs and student activities to improve content knowledge and pedagogical skills of experienced and novice teachers; and

Whereas, the program will satisfy the following objectives: To continue to support teachers by developing lessons connected to New Jersey Student Learning Standards based on best practices in Project-Based learning and UDI. The professor in Residence serves as a liaison between the school and community and the William Paterson University regarding the Professional Development needs of School #12; and

Therefore Be It Resolved, that the Paterson Board of Education approves the contract with School #12 and William Paterson University to provide a Professor in Residence Specializing in Language Arts Literacy Instruction, Project-Based Learning and UDL. The Professor in Residence will meet weekly with the teaching staff and the administration to develop short term and long term goals for professional development, instructional improvement and student achievement. Progress indicators will be identified and monitored quarterly. Ongoing activities include instructional coaching for teachers as well as professional Learning Communities around book studies student data and student work samples. Staff members will also have access to a wide array of in-service workshops at William Paterson University Professor in Residence Program for the period beginning September 1, 2016 – June 30, 2017.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 9 be adopted. On roll call all members voted in the affirmative, except Comm. Kerr who voted no, and 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. 10**

#### **SCHOOL OF GOVERNMENT JROTC GOES TO LEADERSHIP MINI-CAMP AT FORT DIX, NJ**

Whereas, the School of Government at Eastside High School's JROTC program supports the ideals of teamwork and organizational strategies as they relate to improving a student's understanding and appreciation of leadership principles; and as such has participated in many Leadership Camp opportunities to promote the same at Fort Dix, New Jersey;

Whereas, the School of Government at Eastside High School's JROTC program seeks to travel for a total of two hours from Eastside High School to Fort Dix, New Jersey on Friday, October 28, 2016, and remain for a total of two (2) days with a return on Sunday, October 30, 2016, in order to participate in the JROTC Leadership Mini-Camp at a total cost of \$1,250 (\$350.00 for Camp Registration, \$400 for Student Fees, and \$500 for transportation). There will be a total of three (3) JROTC staff members plus one (1) adult female chaperone and approximately thirty (30) students, ages 15-17, male and female, that is reflective of the JROTC program community;

Whereas, the School of Government at Eastside High School's JROTC program is part of a comprehensive event itinerary that is well-organized and executed by a full cadre of professional and experienced instructors who will serve as chaperones and monitors during the entire program. Instructors/Chaperones will accompany and supervise students at all times, including but not limited to travel, lunch, dinner, program participation, and night hours where they will serve as hallway monitors, and students will sleep in a multiple-occupied room with doors open; and

Whereas, the School of Government at Eastside High School's JROTC program encourages equity among cadets; instructors/chaperones will accompany and help supervise male and female cadets from various schools during but not limited to travel, breakfast, lunch, dinner, program participation, night hours and sleep accommodations. The female chaperone will be paid a stipend of \$100.00, per day. Now, Therefore,

Be It Resolved, that the Paterson Board of Education approves the field trip experience to Leadership Mini-Camp at Fort Dix, NJ for a group of thirty (30) students at a total cost of \$1,250 (\$350 for Camp Registration, \$400 for Student Fees, and \$500 for transportation) from the School of Government at Eastside High School's JROTC program, and their instructors and chaperone (female chaperone stipend of \$300.00) from October 28-30, 2016.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 10 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. 11**

Whereas, the Paterson Public School District is committed to providing Professional Development to students and certified staff.

Whereas, the Stand Up! Speak Out! On Bias and Bystanders: Building Compassionate Communities of Allies through Music assembly meets criteria for the Paterson Effective Schools Model, Priority II, Creating and Maintaining Healthy School Cultures.

Whereas, the district initiative, to provide a combination of professional development programs and student activities to improve content knowledge surround character education and bullying to both students experienced, and novice staff.

Whereas, the Stand Up! Speak Out! On Bias and Bystanders: Building Compassionate Communities of Allies through Music will increase knowledge and understanding of critical character education issues to enhance the climate and culture of School 24.

Whereas, Therefore Be It Resolved “the program and activities at School 24 will include the continuation of anti-bullying and PBSIS strategies to continue to build a strong climate and culture at School 24. The amount will not exceed \$875.00 for two assemblies for grades Pre K-8.

**It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution No. 11 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)

Private Industry Council of Passaic County (PIC)

Greater Bergen Community Action

## **Resolution No. 12**

Purpose: Resolution of the State Operated District of the City of Paterson, County of Passaic, State of New Jersey, to make a revision to the resolution for Custodial Services District Wide Contract, PPS-101-15 for the 2014-2015 and 2015-2016 school years,

Whereas, at the Board of Education meeting of June 18, 2014, resolution number C-19 was approved by the Board, awarding a contract for Custodial Services District Wide to TEMCO Building Maintenance, Inc. located at One Madison Street, East Rutherford, NJ 07073 for the July 1, 2014 – June 30, 2016 school years with a not to exceed limit of \$9,509,799.00 for Base Bid Services annually; and,

Whereas, due to necessary budget reductions for fiscal year 2016/2017, the Base Bid Services were reduced by \$1,506,372.00; and

Whereas, the Base Bid amount will change from \$9,509,799.00 to \$8,003,427.00, however there are no changes in the Custodial hourly wages as originally bid; and,

Whereas, the awarding this contract is in line with the “Brighter Futures Strategic Plan 2014-2019”, Priority II – “Creating and Maintaining Healthy School Cultures”, goal 4 – “Create/maintain clean and safe schools that meet 21<sup>st</sup> century learning standards.” and

Therefore Be It Resolved, that the Paterson Public School District approves the revision submits this resolution relating to the contract extension for Custodial Services District Wide, PPS-101-15 to TEMCO Building Maintenance, Inc., located at One Madison Street, East Rutherford, NJ 07073 amount not-to-exceed \$8,003,427.00 for Base Bid Services for the 2016-2017 school year.

This resolution shall take effect with the approval signature of the State District Superintendent.

**It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution No. 12 be adopted.**

Comm. Cleaves: This is a contract for the custodial?

Comm. Irving: Right. Let me be very clear and Flavio is not here. It was the intention as we discussed before the last budget cycle for us to go out to bid to see if we could get a lower quote from another entity. I just assumed that given the time no one had a chance to do it. So we at least have to extend the contract for this year, having not procured. I’m just being transparent with you all. I know we recommended it in finance. We discussed it as a large group. I thought it would be done, but it clearly wasn’t. But we need custodial services for this year.

Comm. Cleaves: Is this dollar amount less or more than what we’ve previously paid?



Comm. Irving: That's a great question. I'll ask the BA or Steve for that one.

Mr. Steve Morlino: Good evening. The dollar amount is \$1.5 million less than the contract that was done last year.

Comm. Irving: Thank you, Steve. Are there any other questions on this? We will have to go out to bid and procure for next year because this is the last year of the contract with TEMCO. Just as a point of reference, this is going to have to be something we're going to have to entertain as a Board or the next Board will have to take care of it.

**On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Mimms who voted no, and Comm. Redmon 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. 13**

Recommendation/Resolution: is to comply with purchasing laws for to procure services for Roof Replacements at PS 1, PS 28 and Rutland Center, PPS-292-17, for the 2016-2017 school year(s).

Whereas, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

Whereas, the Executive Director of Facilities Department determined that the district has a need for Roof Replacements at PS 1, PS 28 and Rutland Center, PPS 292-17 during the 2016-2017 school year and provided the specifications for this formal bid process; and

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on August 23, 2016. Sealed bids were opened and read aloud September 14, 2016 at 11:00am in the Cafeteria, 1<sup>st</sup> Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department, and

Whereas, as per the attached bid summary, the Department Facilities recommends that the bid for Roof Replacements at PS 1, PS 28 and Rutland Center, PPS 292-17 be awarded to the lowest responsive and responsible bidder(s), the following vendor(s):

Arch Concept Construction 351 West Clinton Street Haledon, NJ 07508
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Not to Exceed \$897,000.00 for all three (3) locations.

Whereas, the awarding this contract is in line with the “Brighter Futures Strategic Plan 2014-2019”, Priority II – “Creating and Maintaining Healthy School Cultures”, goal 4 – “Create/maintain clean and safe schools that meet 21<sup>st</sup> century learning standards.”

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that Arch Concept Construction of Haledon, NJ be awarded a contract Roof Replacements at PS 1, PS 28 and Rutland Center, PPS 292-17, for the 2016-2017 school year(s) in the amount of not to exceed \$798,000.00 during the contract period.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 13 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges, Comm. Kerr and Comm. Mimms who voted no, and Comm. Redmon who abstained. The motion did not carry.**

**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. 14**

Recommendation/Resolution: is to comply with purchasing laws for to procure Façade Repair and Coating Replacement at 90 Delaware Avenue, PPS-295-17 for the 2016-2017 school year(s).

Whereas, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

Whereas, the Executive Director of Facilities Department determined that the district has a need for Façade Repair and Coating Replacement at 90 Delaware Avenue, PPS 295-17 during the 2016-2017 school year and provided the specifications for this formal bid process; and

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on August 26, 2016. Sealed bids were opened and read

aloud September 21, 2016 at 11:00am in the Cafeteria, 1<sup>st</sup> Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department, and

Whereas, as per the attached bid summary, the Department Facilities recommends that the bid for Façade Repair and Coating Replacement at 90 Delaware Avenue, PPS 295-17 be awarded to the lowest responsive and responsible bidder(s), the following vendor(s):

M&M Construction Technology, Inc. 661 Penton Avenue Staten Island, NY 10310
---

Not to Exceed \$371,786.00

Whereas, the awarding this contract is in line with the “Brighter Futures Strategic Plan 2014-2019”, Priority II – “Creating and Maintaining Healthy School Cultures”, goal 4 – “Create/maintain clean and safe schools that meet 21<sup>st</sup> century learning standards.”

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that M&M Construction Technology, Inc. of Staten Island, NY be awarded a contract as needed for Façade Repair and Coating Replacement at 90 Delaware Avenue, PPS 295-17, for the 2016-2017 school year(s) in the amount of not to exceed \$371,786.00 during the contract period.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 14 be adopted.**

Comm. Irving: Just to make sure I'm clear, this is the part of the building that fell down in the back. Am I correct?

Dr. Evans: No, it's more than that. Actually, Ms. Ayala should come to the microphone. You've noticed paint peeling off of the building all the way around it, and there are some internal challenges as well like leaks and things like that.

Ms. Ayala: That's exactly what it is. It's to fix the façade outside. We got a better price this time because we went out early enough. He's the expert.

Mr. Morlino: It includes total waterproofing of the exterior. All the window lintels will be sealed and caulked. There's a lot of fascia board that will be replaced and capped with aluminum. There are repairs to the loading dock area that will be implemented. There will be an amendment to this to fix the retaining wall and the roof is also going to be an amendment going forward. We're awaiting that.

Comm. Irving: Any other questions on this project?

Comm. Cleaves: What happened to the company that started that tore the front of the building apart?

Ms. Ayala: We were trying to negotiate something reasonable with the landlord for him to repair it and do a lease/purchase. That wasn't feasible. He had started the work, but we didn't move forward with it. He wanted another \$40 million for a lease/purchase. Dr. Evans and I had the conversation.

Comm. Cleaves: So he won't do the repairs that he started?

Ms. Ayala: No, he won't do it.

Comm. Mimms: Are there not legal ramifications for that? There was work that was started.

Ms. Ayala: We didn't sign any contract.

Comm. Hodges: Thank you, SDA, because this is a terrible disgrace. We could have had this for \$12 to \$15 million done. This is ridiculous. Now you're going to turn around and tell us we can't do these kinds of things which are in our best interest. When our kids don't do well we have to turn around and spend the money when we should be spending for this appropriately. This is ridiculous. Is the reporter hearing this? These are the things the reporter should be reporting on. We have to waste our money to do this when we could have had the building. Now he wants \$40 million?

Ms. Ayala: It was something ridiculous like 40 years or something like that. It was ridiculous. We looked it and just laughed.

Comm. Hodges: So the SDA has cost us this building because of their indecision. They don't need it. They don't live here. We live here. Jesus, I just can't understand these people. How does this make any type of educational sense?

Comm. Mimms: So the assessment of what's needed, when you measure it, is it something immediate? Is it something that can wait for six months? Did you do that?

Mr. Morlino: This building is leaking all over the place. It has numerous problems. We have foundation leaks where the water came in and ruined some offices. We've had leaks on the second floor. We've had leaks throughout the building. A lot of it comes right through the windows in the driving rain. All the windows have to be caulked. The façade is coming off in places. There are places where you can put your hand into the buildings because the cement fascia is missing. There are a lot of issues that need to be corrected as part of the coating or painting of the building.

Comm. Mimms: Do we have all of that documented?

Mr. Morlino: That's all documented by an outside architect. All the drawings and schematics have been submitted and that's all done properly. We had 12 bidders on this project.

Comm. Irving: Are there any other questions?

**On roll call all members voted in the affirmative, except Comm. Hodges 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. 15**

Intent to Apply: Title 1 Arts-Integration Pilot Program Grant Opportunity

Whereas, Brighter Futures District Strategic Plan in Priority I: Effective Academic Programs under Goal 1: Increase Achievement Levels, and;

Whereas, The Title I Arts Integration Pilot Program is a federally-funded pilot program designed to explore and investigate how arts integration can be applied as a strategy to assist Title I students in meeting New Jersey's academic achievement standards as well as bolster school improvement efforts. This limited competitive grant program is open to Title I served schools. Paterson Public Schools may apply on behalf of School 2, one of our Title I schools, and;

Whereas, The submission and acceptance of the Title 1 Arts-Integration Pilot Program Grant Opportunity for \$100,000 to support the Great Falls Summer STEAM summer enrichment program. The New Jersey Department of Education (NJDOE) has established a seven (7) month grant period using FY 16 Title I carryover funds. Based on the availability of federal resources, this grant program will begin January 1, 2017 and end July 31, 2017, and;

Whereas, these grants must be submitted and accepted by the New Jersey Department of Education, and;

Therefore Be It Resolved, that the Paterson Public Schools District and Board of Education approve the submission and acceptance of the Title 1 Arts-Integration Pilot Program Grant Opportunity to implement the Great Falls Summer STEAM summer enrichment program as a part of the Title 1 Arts-Integration Pilot Program at School 2.

**It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution No. 15 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

Comm. Hodges: Legal has suggested that there may be some issues with going into executive session to discuss that. There's been an objection raised. There are some discussions that can be had briefly out here without going into executive session. I'll wait until 'Other Business' and then we'll do it that way. Just to make it clear, I don't expect Dr. Evans to respond. I'll just give my brief understanding of where things are in the public as opposed to executive session.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

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

Comm. Hodges: The curriculum committee met last night beginning at 5:10. In attendance were Comm. Castillo, Comm. Kerr, and Comm. Mimms. In general, regarding the curriculum we've needed 474 courses. Two hundred eighty-eight (288) have been completed. One hundred forty-five (145) courses still remain. Forty one (41) have been deactivated. Seventeen (17) are dual enrollment courses. There's been an issue, for me, around the college readiness programs, in particular programs that have to do with certification for software. I just question the rigor and what students are going to get out of that. We have Essentials of Microsoft, Introduction to Computers, and Introduction to Microsoft Word. This is all part of the executive assistant pathway. I just question the value of that, particularly when this is given at the high school level. We, in fact, teach Microsoft Word in elementary school. I'm just wondering what we are giving them over and above that. Couldn't there be something more substantive put together in terms of a pathway than what the executive assistant pathway is going to provide for us. We seem to be doing that and it seems to be minimal. I don't know what child is going to leave here as a high school student and get a job with that certification. It's software. It could change tomorrow. Lennox could come in with a new version which kills Microsoft or Apple. I'll just move on from there. Resolutions I&P-3 and 4 represent the completion of phase 1 of the course redesign at Rosa Parks. An emerging problem with Rosa Parks is that the students coming in have less skills in terms of being able to play musical instruments than they've had in the past, primarily because we are seeing fewer and fewer schools that provide musical instrument training at the elementary level. If this continues, there's not going to be a Rosa Parks for music. You may have dance and vocals, but you won't have music. I know that School 24 is supposed to be



seen as a feeder for that, but it may not work out that way. If we don't do something about our music program, we're going to really struggle in this district. We used to have bands that were wonderful. We actually have instructors at the high school level. What we don't have are the students who are skilled and trained to perform, which is tragic.

Comm. Cleaves: I thought we put a person in place to ensure that School 24 and Rosa Parks...

Comm. Hodges: That's right. That's happening, but they may do a wide variety of things and that may not be enough of a feeder for Rosa Parks. What about Eastside? Eastside doesn't have a band. What do you do at Kennedy? We're contracting our ability to perform and teach our students music at the high school level and we're getting fewer and fewer at the elementary level. That's the real problem. We're closing down music programs and we're not teaching our children music. On I&P-5, repurchasing study guides for SAT, but there are three schools that don't have these guides purchased. The question remains, what do we do to cover the needs of the three schools that don't have the programs and those guides for the SAT? We don't really need this tonight. We can find out what to do later. We'll come back to you with that. I&P-9 is a resolution to award another Achieve 3000 contract, this time to the School of Government and Public Administration. The purpose is to address a surge of bilingual students that are now in the program who are arriving without foundational educational skills. It has gone from 222 up to 272 students who are coming in at the lowest level. They want to use Achieve 3000 to help build their reading skills up to a level where they can move on throughout our program. The issue is what do we do long-term since we're seeing these big jumps in this population of students who are coming in with low educational skills? How do we address this moving forward? The amount of money that we'd be spending to address this population is going to detract from the rest of the student body. How do we handle that? They usually have used Rosetta Stone, but we can't handle the load with Rosetta Stone so they're moving to Achieve 3000. The science department is receiving a grant in association with the Paterson Education Fund for the Taub Foundation. They're also working with a pharmacy group to provide lab training for students. The problem here is they are offering training in the area of chemistry. However, we don't have a large enough educational training in our elementary schools to support this program. I think one half of our middle school chemistry teachers have been lost. They've been reassigned. We have that issue. In addition to that, we are bringing new teachers on board to fill those slots but we can't give them the appropriate professional development because we don't have the substitutes to do the training. So we're not able to expand this program fully because of what's going here with training, professional development, and substitutes due to our illegal underfunding. This means that we continue to underserve our students in this kind of program. We're trying to revamp our science department but we're hindered by lack of teachers, substitutes, and professional development to provide the adequate training. I think I will stop there and I'll finish for the second time. I will send you the rest when I finish it. Are there any questions?

## ***Operations***

Comm. Irving: Operations met last evening. It was a very quick meeting. We only had four actions, so by the time you came upstairs we were done so I apologize. Comm. Simmons and I were present. We discussed O-2, the professional development for the affirmative action officer. It's an opportunity for that person to learn more about that area. O-6 to O-16, which is the bulk of the action items, are out-of-district contracts. One of the items that we discussed at length was the Standard Solutions at School 6. That's part of the SIG grant. We as a committee had a question on the history of Standard Solutions. We know they've done work in the district and what's their plan for Ms. Dobbs to be able to document the success of this. That was answered and I think that if whoever the assistant superintendent in charge of School 6 is can get that information to the Board via a narrative on how to gauge the success of Standard Solutions that would be great. Then we discussed O-4 and O-5, which is a continuation of the professor-in-residence from last month, but this time International and School 9 have picked them up as well. It was recommended that if the Board wanted to have more information about the professor-in-residence we could have a conversation. I suggested that we have it in our committee or in front of the full Board. I'm okay with that. William Paterson has 10 or 11 contracts totaling over \$100,000. I know they've been doing this work with us for quite some time and I think it would be helpful to hear from them and what their plans are, especially because they're so close and they do a great deal relative to the partnership. Are there any questions on operations?

## ***Fiscal Management***

Comm. Irving: Fiscal management met twice. We met once this month and a week before then. We discussed the overtime report and corrective action the Board received. In addition to that, we discussed the payments relative to charter schools and payments for the early childhood providers as well. We did discuss the budget and the impending budget conversations the Board is going to have. Just so the Board knows, the intention of the committee is that before the end of the calendar year the Board will receive a projection for their current budget for the current fiscal year, and then a projection for the next fiscal year. I think the BA and I had a good opportunity to sit down yesterday and we just talked about scenarios and timelines. The goal is to provide this Board, which now has control of the actual budget, with enough time and information to vet the budget entirely, but also to know if there's going to be shortfall for this year, what that will look like for this fiscal year, and what are the mechanisms that need to be done to be able to meet it. We're hoping that's not the case, but given our path over the last two years it's probably going to be true and then the reality of what's going to happen next year. Here's the truth. We know this Governor before he leaves is going to do everything he can to ensure that we receive nothing else. So at least for another year we're going to hurt hard. There are going to be some tough decisions before this group that some of us are not going to agree about. The bottom line is that it's our responsibility to make those decisions and have those tough conversations. With that said, I think the BA is committed to present to the Board besides the budget projections for next year also recommendations for potential ways to be able to cut

costs and save money. We also discussed the bills list and action items F-1 through F-24. Are there any questions on our report?

Comm. Mimms: On F-17 through F-19, the awarding of contracts for Metropolitan Foods, is this new? Are these amounts new? I'm just trying to understand because F-17 is \$3.5 million, F-18 is \$900,000, and F-19 is \$250,000. Is this a new contract? Is this something we've had in the past?

Comm. Irving: I know we've used Driscoll for years. The only thing that sticks out to me that I have a concern about is when I see names being used time and time again. I know distributors who are local. I just want to make sure as we procure that we're doing everything we can to incentivize and ensure that local talent also knows about the opportunity to procure.

Ms. Ayala: You're absolutely right. We try to get vendors competitive. However, especially with Breakfast After the Bell, there are very few vendors – maybe one or two vendors – that can provide the prepackaging. Because that's been a new program, it's taking the vendors a little bit of time to get up to speed to what the need is for the district. We're going to have the same problem when we move forward with dinner. Vendors are not prepared to serve districts of this size to do the dinners. We're limited to vendors when we go on the special projects.

Comm. Mimms: My concern is because I get complaints from parents that say there are some schools that are not able to get breakfast in time. Maybe there's not enough of one item or whatever. That's what I'm trying to understand. Even the allocation process, how do we allocate the breakfasts throughout the 54 schools? Are we ensuring that every school gets it?

Ms. Ayala: Yes, we do. In order for us to get reimbursed we only get reimbursed on the meals that we serve. So if we don't serve the meals, we're not going to get reimbursed. We make sure that there's milk and a nutritional meal is in every packet. I'm not sure where that's coming from, but if you have specifics I'd be more than happy to reach out to Dave and we'll go visit the school to see what's going on.

Comm. Mimms: I'll call you.

Comm. Irving: Any questions on anything else on our report? I think the budget situation is going to be a very difficult conversation for us to have. I would like for us to have it much earlier. I believe that we always find ourselves rushing to hold all these special meetings over the course of a two-month period. As opposed to having the time to vet whatever budget concerns we have and also share with the community the realities of where we are and where we're going.

Comm. Kerr: Regarding the budget, will they be giving us a number in terms of the allocation and then we work with that number?

Comm. Irving: I think the plan is to work with the number we have presently. We go with the scenario of being flat funded again and working from there not knowing the actual allocation will look like.

Ms. Ayala: I was advised by the Association of Business Administrators and the county office - flat funded.

Comm. Kerr: So we kind of know what it looks like.

Comm. Irving: We have a pretty good ballpark figure.

Ms. Ayala: We know what the revenue is going to be.

Comm. Kerr: We can start the process of planning.

Comm. Irving: We need to. It's the only responsible thing to do in light of...

Ms. Ayala: We agreed that every month in finance we were going to have a discussion of where we are with the budget process.

Comm. Kerr: Okay. We just need that to be reported out to the Board so we all are on the same knowledge base regarding what's happening.

Comm. Irving: I think as we discussed in the finance meeting, we discussed the process and when that needs to begin. There are two huge pieces, but I think the first one is will we have a shortfall this year. It's possible. We just don't know that until Daisy is able to run her projections in another month.

Comm. Hodges: That really is the question I was trying to ask. If it's going to be flat funding, is it going to be very similar to what we already had? Or will there be some slight increases? Just a ballpark figure... We had a \$45 million shortfall already this year. If you're going to be flat funded, then we're going to have a similar problem next year or worse. We'll be losing in the order of \$72 million. It may be even larger than a \$42 million shortfall given the 6% increase in overall costs that are almost hardwired into our system.

Ms. Ayala: And keep in mind we only have \$3 million in fund balance.

Comm. Hodges: We'll wait until the time comes for that discussion.

Dr. Evans: There is another big variable here that impacted us this year that I'm hoping won't impact us as we prepare next year's budget. That's some operational expenses that go beyond the norm that cost us more in the end than normal. The increases were more than normal in a number of categories for the current budget that we're operating in this year.

Comm. Hodges: Opening the schools...

Dr. Evans: In fact, you remember the correspondence back and forth that I shared with you in the spring, the unanticipated expenses. They came in more. In transportation we tried to bid lower. We were told if we bid early we can get a better price and we budgeted for that lower price. It didn't happen. It came in at a higher price actually. Those kinds of things you can prepare as best as you can, but some of them you just don't know until they hit you. You try to project as best as you can. We don't know what the gap is going to be next year, if there's a gap at all. I think there will be. The question is how much.

Comm. Hodges: And you have charter schools that will be expanding.

Dr. Evans: That's correct.

Comm. Hodges: Okay. We'll have a discussion later.

Ms. Ayala: The swing space alone costs almost close to \$1 million to transport those students.

Dr. Evans: Swing space?

Ms. Ayala: From Don Bosco to Paterson Catholic. That wasn't planned for because we thought the SDA was going to pick that up.

Comm. Hodges: Are they going to pay for that?

Ms. Ayala: No, they're not.

Comm. Hodges: Why not? It's a state responsibility to educate kids. If they hold up our building, why aren't they paying for it?

Dr. Evans: We pushed and pushed and the answer was no.

Comm. Hodges: Wait a minute now. I don't understand. They took the building away from you that you were slated to have. If they're going to do that and they're going to delay, it's the state's responsibility to educate kids.

Dr. Evans: You say they took the building we were slated to have.

Comm. Hodges: Don Bosco. The kids were supposed to be transferred all together, but we're holding on to that building for god knows how long.

Dr. Evans: You're talking about the old building.

Comm. Hodges: Yes.

Dr. Evans: That's a different conversation. Eventually there will be a new school on that site for us, and I'm told that's sooner rather than later.

Comm. Hodges: I'll reserve my screaming for them.

Comm. Irving: Anything else?

### ***Personnel***

Comm. Cleaves: The personnel committee met this evening. In attendance were Comm. Cleaves, Comm. Simmons, and Comm. Redmon. Staff present was Ms. Esquilin and Dr. Osnato. We reviewed the monthly personnel minutes that were submitted by Superintendent Evans. We also went through and reviewed the vacancy list which was emailed to all the Commissioners today. Everyone is throwing around the number 178, but that includes cafeteria workers and custodians. It includes all vacancies in the district. 178 is not classroom teachers. I just want to make sure that everyone understood that number comprises total vacancies in the district for everything. The teachers are about 37, but that number is a totality of the complete district. Then we also went over the hire list that was approved at the last meeting. She just gave us an update with all of the names and addresses on that. That vacancy list I know was a priority and was emailed to everyone today. A quick update on the Kronos project – if you all remember that was the project to integrate the systems so they all speak to each other. We are at a crossroads and the last leg of the race is now going to be turned over to the technology department because the last part of the completion of this has to do with technology. It will come through the technology department. Are there any questions for me? If you have any questions after reviewing your list when you get home, please feel free. Mrs. Jones emailed it out earlier today. If you don't get it, let me know. This is it right here. You have some highlights and the email explains to you what they are also.

### ***Governance***

Comm. Cleaves: Governance met Monday evening. Comm. Cleaves and Comm. Rivera were in attendance. Comm. Irving and Comm. Simmons were via conference call. The attorney present was Mr. Murray. There were two RFQs that were requested to be sent out from the last committee meeting that we had. One was sent out for professional services, RFQ #902-17. The other one that was requested to be sent out was risk management. It did not go out because there was some more vetting that needed to be done with that RFQ before it went out. It should be going out tomorrow. Tomorrow is October 5. That RFQ should be going out tomorrow. We did receive the Board policies for first reading.

Comm. Irving: G-1 was a settlement for Sara Transportation, which the Board received in their packet. G-2 is the approval of the lease agreements from the New Jersey SDA at the 11<sup>th</sup> Avenue swing space location. Then approve collaboration with the Housing Authority of the City of Paterson for the Christian Hope Center to provide space for

students at Great Falls Academy to go there for physical education, which is a program we've had for quite some time. Are there any questions?

Comm. Cleaves: Just know that G-1 is money coming back to us.

Comm. Irving: That's correct.

Comm. Cleaves: They did not fulfill their...

Comm. Kerr: Are we still doing business with this company?

Comm. Irving: I think we still are. I think Sara Transportation is a company we still work with.

Comm. Kerr: So this was not bad enough to affect their contract?

Mr. Murray: What actually happened was apparently it's been a reasonably common practice with the various bus companies to bid on a number of routes, probably more than they can handle. This is the first time that your transportation coordinator stepped in and took action. What we did is indicated we were going to pursue their bid bond. They declined to perform the route because they took the other routes. We had to go to the next bidder which was higher. The amount of money that they are going to pay, the \$41,000, is the savings that we had realized because they were the low bidder. They along with a number of other companies still are active bidders for us and provide otherwise good service. But this is really aimed at your staff in the transportation and the business departments who've been on top of it to make sure you get competitive bids. It's very easy, as you can appreciate, that the bids are not competitive if people are able to engage in this practice. We expect it will be discouraged. If it's not, we're going to pursue anyone else. This is not a one and done.

Comm. Kerr: My only question is that sometimes some of these things should not be discretionary. We should have set rules governing how we proceed. When we leave it up to one's discretion, then if you have a good day you may go one way and if you have a bad day you may go the other way. We need some consistency and uniformity in how we approach matters like these.

Dr. Evans: If you would indulge me a few seconds, tonight was the first night for the back-to-school events at our elementary schools. I'd like for Ms. Warren and Ms. Diodonet to come to the microphone and briefly share with us how it went. They've been going from elementary school to elementary school. I'm interested and I think the Board might be interested as well.

Comm. Irving: Are we done with governance? I just want to make sure we're good. We still have technology and parent community. Let's get through the rest of those and then we'll have you all come up and briefly let us know how well it went.

## **Subcommittee Reports**

### ***Technology***

Comm. Hodges: The technology committee met last week. The starting time was 6:10. In attendance were Mr. Kerr, Ms. Redmond, and myself. Absent was Mr. Simmons. School moves – all the equipment for the classrooms for the new buildings have been moved. New school technology implementation – you have brand new whiteboards in place. They're in each classroom. They're waiting training by the staff, among other things, on the features of these new boards. School 21 has become a Focus School. Consequently, they've received interactive whiteboards. That staff is also awaiting training for use of those boards. Dale Avenue has received interactive whiteboards from St. Mary, which is now closed. At School 16 the telephone issues have been resolved. At Paterson Catholic, the permits still have not been obtained for the phone system. We will continue with the current setup. The SDA still refuses to make the changes that are needed. We may have another solution to work around that later on in the school year. Copiers and printers rollout – new copiers have all been placed. Are there only two copiers in School 16 for the entire building? That's the report that I received today. The question is if we have curriculum which has to be copied since we don't have textbooks that can be a problem. There's one for the office and one for the teachers and they have a staff of 78 teachers in there. One copier may not be adequate. They have printers in the building in every classroom. However, the ink has to be paid for by the school and they're not going to do that when the ink runs out. Those are considerations that have to be looked into. There are still 10 remaining old copiers. Eight of 10 will remain to be deployed. The new contract rate is based on clicks. Therefore, current usage is now lowering. But the question is what happens when we're forced by virtue of lack of textbooks to have the teachers use the copiers? The cost may increase significantly across the district since we don't have textbooks that accurately follow the Common Core. Fiber optic installation – 43 of 57 networks have been installed. They're getting decent speeds and there are no complaints. ASOP is the substitute management system. It works in conjunction with Kronos, the punch clock system, Edumet, and payroll to monitor and manage utilization of substitute teachers. People are trained to maintain the system. They expect some cost-savings through the loss of personnel that normally ran the system. What happens to those savings since there are some needs in the technology department? That money is being snapped up in other places. This will come into play very shortly. Kronos - the clocks are being replaced in all facilities. They are 45% complete. That's what you're waiting for, I believe, the completion of those clocks. Recent telephone problems resulted from antiquated switches. We had problems with the phones last week. It's because of antiquated switches. We were able to switch to spares. However, we no longer have any backups. There's an incentive program to replace all of our voice over internet protocol phones. The district is looking to take advantage of this new incentive program. We will be eliminating all of the copper lines. These lines have the advantage of remaining functional if the power is out. They can provide better sound quality. Voiceover IP allows more options such as managing your services and features online. You can make calls from laptops, computers, or tablets. There are 1,456 classrooms in



the district each needing a replacement phone, underscoring the importance of taking advantage of this incentive program. There are 10 to 20 additional lines per building and each VOIP phone costs over \$600. You begin to get the magnitude of what's ahead of us. The concerns about the switch include the fact that there is no backup generator in the district office. So if we go down, we lose a day's worth of data. It takes 10 minutes to shut the system down. If that does not occur in 10 minutes time, then we lose a days' worth of data. The cost of a brand new backup system is \$1 million. An automatic shutoff system costs us \$400,000. We can think about losing data or we can plan on at least putting in place a \$400,000 backup system. That means that you're going to have to look at finding ways to take some of that savings the technology department is racking up and apply it there and unfortunately not in other places. It's either you lose data, or you buy the system. The Board then moved into a three-year digital learning technology plan update. We started working on revising the plan. We've begun the process of brainstorming to find out what kinds of things we want the plan to deliver in terms of software, usage for instruction and learning, pathways, and software. By the way, we welcome suggestions from the Board as to what kinds of things they'd like to see done differently in terms of our technology. Under hardware, we're looking at servers, devices, and switches. We want to have a one-to-one student to computer ratio throughout the district. These are long term plans. Increase virtual classrooms appropriate personnel to support the infrastructure and have a plan to replace outdated technology. Usage for instructional and learning systems – we want students exploring and hopefully expanding the limits of the state of technology, not just now, but moving forward. We want students to be prepared for tech exams and certifications. We want to partner with places like NJIT to prepare students for certification. Technology used effectively to enhance all areas of the curriculum. We also would like to have the district work to empower students in developing a mastery of technological skills. We also would like to have teachers, curriculum and technology inspire creativity and ingenuity in students. We want to see technology used to move classrooms from traditional to more exploratory and creative spaces. Lastly, pathways and outcomes – we want to define percentage of instruction to occur via distance learning in terms of teachers, students, and administrators. We want 100% of our students accepted at colleges. We'd like to see 100% technological proficiency amongst our students. We'd like to see at least 90% of our teachers using technology to enhance instruction. We'd like to have the district become the site for professional development serving other districts. We have capabilities that we're not utilizing in that area. That's a potential revenue stream that we don't use. We spend millions of dollars teaching our teachers and then they leave here with that knowledge and we get nothing for it. Why not offer that training to other districts that recognize its values and importance and capitalize on some additional funding? I will point out to you that National Board Teaching Certification, which we've abandoned, was such an opportunity. I think I'll stop right there.

Comm. Irving: Any questions for Dr. Hodges?

## ***Parent/Community***

Comm. Mimms: Family and community engagement will be meeting next week. Just some updates - schools are conducting PTO elections over the next week. We're looking at October 14 for the deadline to have the election process completed. At the last meeting we talked about initiating, thanks to Ms. Shafer, this wonderful idea. When parents come or someone comes to the microphone and they have a concern, as the Board we have a follow-up report from start to finish, which we've given to everyone tonight. We can see the concerns, the follow-up, and the finalization of what has happened. So we're up to speed if there's a repeat of a parent that has to come back twice. I'm grateful to see this be initiated and put into place. Thank you, Ms. Shafer, for this wonderful idea. We'll be meeting next week. Thank you so much. Are there any questions?

## **OTHER BUSINESS**

Comm. Hodges: Before I get into the issue regarding certification, let me just say that the union raised some issues about us not having books and other supplies for their teachers and students. I asked them two weeks ago to send me a list of schools that they felt were short on materials in terms of workbooks or whatever. I reached out to them today to get an update. To date, they only listed one school and a science department at Eastside High School. There were some concerns about not having online smartboard software. We no longer use the PSI, which is a physics program. They have to go home and create the online presentation materials for their students and they don't have the smartboard software at home that they can access. That's the only thing so far. With regard to this certification, have you read it? Everybody has read it? As you know, the Governor has decided to go to the Supreme Court and try to overturn the Abbott decision. He's submitted a brief in order to do that. As part of that process, I'm assuming he's asked other people to submit other briefs. One was submitted by this district.

Comm. Irving: It's the equivalent of, I would say, expert witness testimony more or less.

Comm. Hodges: Paterson submitted one and Newark submitted one. Those are the only two. Paterson's brief was submitted along the lines of personnel primarily, looking at the labor agreements.

Comm. Irving: And the challenges that labor agreements impose upon innovation.

Comm. Hodges: Right. It has been this district's position for quite some time when I first got here that we have got the worst labor contract in the state. This was told to me by members of the City Council, the Governor's office, and Trenton back in 2003-2004. The certification that was submitted by Dr. Evans for the most part is simply a restatement of that position and the district's desire to do something about that. There are some troubling issues about giving management control over the ability to manipulate the contract, which might be an issue. It has been our position that we have

a very difficult contract. How it affects the Governor's lawsuit is open to discussion, I guess. It does not in any way talk about the funding part of the lawsuit and that's one of the real concerns, whether or not it damages the district. That's my concern, whether it damages the district by virtue of assisting a Governor who intends to take money away from us. There's no clear answer to that, but you need to be aware that it's not the same as doing nothing. It does provide expert testimony. In the story the question will be to you - why is this being done and does this hurt us? From the people I just talked to, nobody knows for sure. It does not help.

Comm. Irving: Here's what I do know. Dr. Evans, however that narrative was written and whoever it was intended for, I believe it's being used to bolster the Governor's case relative to this uniform funding formula. I think that your statements are being misused and misappropriated to serve his agenda. The press called me today and I was very clear that I certainly have issues with the union contract and how it is slated against kids. But that's not a reason why we need a uniform system of funding throughout the state. Dr. Evans is probably not going to comment on this, but I think his intention to justify the challenges associated with trying to make innovative practices in this district runs straight up ahead this union contract. Someone in the Governor's office got a hold of that and said thank you and we're going to use this moving forward. This is where we find ourselves at this point in time with our Superintendent being included in this legal proceeding that the Governor has.

Comm. Hodges: I will also tell you that the union has that information as well and have had it for a while. Obviously it concerns them because it's aimed at their operations and how they operate. The question is, what does this mean for us in terms of our funding? What happens if this law gets overturned? What is our position regarding that? That you're going to have to figure out for yourselves. Apparently, we can't have a closed session discussion on that, which I think is unfortunate. There's no real damage by certification, but it's not good. I wanted everyone to be aware of that and you can decide what you say to people tomorrow. They will be asking you about it and what this means. Governor Christie is in a full court press to do serious damage to public education. I don't think I'm being hyperbolic when I'm saying that. He's made it very clear what he wants to do. So it's incumbent upon this Board and its members to recognize that these issues are in front of us and then to think about what we do to address it. Quite frankly, if it were me, I'd be thinking about a letter in response that I would be submitting to the Education Law Center that is challenging this in terms of the funding needs of this district in support of what they're trying to do. Actually, I don't even know if that's necessary because they may just be attacking his lawsuit and not looking at the overall funding requirements. It's just saying that his lawsuit is frivolous. Letters to that effect might be helpful to them. I don't know. As a Board you might want to plan to discuss that.

Comm. Kerr: I agree with Comm. Hodges. I think we have to do something, write letters or start raising our voices. The fact is that we've been quiet regarding the funding issue - I'm sincere about this - and we have learned over the years how to settle for less than what we truly deserve. As a result, the Governor believes that a cut

one year and you survive, a cut another year and you survive, and you really don't need all of that money. I think it comes down to us now having to make a stand. Dr. Evans, you went up there and testified. I know it's your boss and you can't say no. It is what it is. The sad thing is how they're using that to exploit the situation. It's disgraceful. Listen, I do understand it and it is what it is, but we as a Board and a community have to push back on this one. If we don't, we're going to be absolved by this action. If you read the comments from people from other communities, the way they come down on Paterson you'd believe that we are the scum of the earth. We have to stand up. I understand what has been done. It's up to us as a Board and community to make it clear to everybody that you did your job and it's shameful that you're being used in this manner to justify something which is completely outside the scope of your testimony.

Comm. Hodges: We have just cause. We have been sitting here talking about security shortfalls, how we stretch the nursing, we can't cover all the classes in chemistry, and we don't know how to provide full professional development for our students. There are other numerous shortfalls and that's just this budget. That's not what's coming down the road. The one saving grace about this situation is that the certification does challenge the union and we are beginning negotiations. That lays out some of our concerns in that regard in terms of union contracts. We can make it very clear to them what some of our needs are. There's a growing body of evidence that funding is a challenges here. I'm making it my business to put it on record every single chance I get. If you can't deliver what you're supposed to do, I'm going to call you out on the record and make you say you can't do it. No one can say we don't need this or point to this PARCC information and say we don't need the money. That's what he wants to do. Even though these scores are heading in the right direction, they're not heading in the right direction in a major way. They're moving incrementally and this kind of thing is very serious because of what this man is trying to do. Recall now he's put new people on the Supreme Court. So he's not just going to the old Supreme Court. No. He made sure he changed some of the personnel, so it's not even clear what's going to happen at the Supreme Court level. It has to be processed, so I don't think we should sit back. I think we should be proactive in saying something about our needs and drafting some sort of letter with some documentation about our needs to the Education Law Center who is handling this fight.

Comm. Mimms: It's not enough just to say it, we have to prove it. That's why identifying needs based what is important and making sure we allocate resources appropriately to say our children need 'x' and this is how we validate it. This is the proof because of x, y, and z. We have technology issues, we have no textbooks, and we need facility improvements - whatever the concerns are. If we don't have a document, we can talk and call so many entities. I know it's going to take a lot of work and I've been driving this from day one of being on the Board. We have to do a cost benefit analysis. I don't even know how we approve anything on the Board without having an analysis of what has been done and variances of what was done previous to now. I absolutely don't know. If we're going to really prove our case to the state or to anyone to show that there is just cause for the need of this funding, we need an analysis. We know that the Supreme Court has already ruled, but you still have to prove your case. We have to do

our due diligence as a district to ensure that we have everything documented showing why we need the things we need and why it's important to provide the thorough and efficient education for our kids. I think it will help our case. I think it will really help them see Paterson in a different light, like the PARCC results showing them, not them asking us to do the data. I think us being proactive there we can be the benchmark for the other districts. Just some of those things I think will be helpful in fighting. Next year it's going to be rough and especially once we get local control if we don't have these internal triggers in place before, as a Board we're going to be in bad shape. Now it's going to be on the nine individuals on this Board to do all that stuff that others have done. If there's no tracking in terms of measures and checks and balances, we'll have some issues that caused us in the first place to be state controlled. We have to make sure we do what we need to do now so when next year comes they will already be in place.

Comm. Hodges: And they will blame us for...

Comm. Irving: Everything.

Comm. Hodges: Yes, everything. One last thing as a personal note - had I thought that this action was going to seriously harm this district this would have been an uglier conversation. I would not have spared the Superintendent my contempt. I'll make that very clear. Had I thought and had my discussions today revealed that this severely jeopardized this district then my conversations would have been a lot nastier and a lot more direct. That has to be said. Irrespective of who the Superintendent's boss is, he cannot jeopardize this Board and this district. He cannot. If I thought for an instant that had taken place, then I would have made it very clear how I felt about it. The fact that I'm not doing that is an indication that I don't feel it, but I did not rely just on my understanding. I went to other places to find out for sure. I cannot tolerate that. Jersey City did not submit one and neither did Camden as of yet. They did not. Newark and Paterson did. This particular document helps us in terms of negotiations we really need to work on and do better at. Had I thought for one minute that this was detrimental then I would have made it very clear and the press would not have needed to call me to get my response on it.

Comm. Irving: Fair enough. How did it go?

Ms. Sandra Diodonet: Good evening. It went really well. The principals were happy as well because it gave them more time with their PTO.

Comm. Irving: The teachers were safe?

Ms. Diodonet: The teachers were safe.

Comm. Irving: Everybody got home fine?

Comm. Hodges: Did the vigilante group show up?

Comm. Cleaves: Did you see the red bonnets?

Ms. Diodonet: Yes. We saw six Guardian Angels at each location and NRC had four. Mr. McEntee and Mr. Gino had on their berets and red jackets.

Comm. Hodges: How many lives did they save?

Ms. Diodonet: It was fine. It's a practice that we should continue, the middle school back-to-school night. It was a lot of time to interact with more parents. Parents were not in a rush. They were there. Thank you.

Comm. Hodges: How many lives did they save?

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

The meeting was adjourned at 10:12 p.m.