

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

August 10, 2016 – 7:00 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. Redmon 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  
August 10, 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: We have a lot of items to discuss and a lot of business to go through tonight. But in light of Comm. Mimms' request, she identified a week or two ago she was unable to make it and I begged her to come because she had some other stuff to take care of. So I do want to just move up Item F and discuss and vote on the Transition Plan for the Return of the Fiscal and Personnel Components to the Paterson Public School District. That is under Item VII, which is Resolution No. 8 that is in there. I'm going to ask for a motion for Resolution No. 8 within Item VII, Resolutions for a Vote at the Workshop Meeting, and then we'll open up the floor for any further comments. Once we do that, I will just give the public a brief overview of where we are relative to

personnel and fiscal operations, and then we'll entertain any brief but final comments folks may have. Then we'll go right into roll call.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Discussion on Transition Plan for the Return of the Fiscal and Personnel Components to the Paterson Public School District**

#### **Resolution No. 8**

Whereas, on August 7, 1991, pursuant to the school district accountability system in effect at that time, the State Board revoked the authority of Paterson's local board of education to control the District's operations, and created a State-operated school district, and

Whereas, in 2005 the legislature enacted the New Jersey Quality Single Accountability Continuum (NJQSAC), a comprehensive, statutory system that revised the former accountability system to "ensure that all districts are operating at a high level of performance" and to determine "the degree to which the thorough and efficient standards are being achieved", and

Whereas, NJQSAC established an evaluation system using five key components as measures of school district effectiveness: (1) Instruction and Program; (2) Personnel; (3) Fiscal Management; (4) Operations; and (5) Governance, for placement on the performance continuum, and can recommend full or partial State intervention to the State Board, and

Whereas, the District's progress has been monitored through interim performance reviews pursuant to N.J.S.A. 18A:78A-14(b) and N.J.A.C. 6A:30-5.6(b), and the District also underwent a three-year comprehensive review pursuant to N.J.S.A. 18A:7A-11 in 2007, 2011 and 2014, and

Whereas, based on the findings of the District's interim reviews completed in November 2015, June 2013, and December 2010, together with the September 2011 and June 2014 three-year comprehensive reviews, the Commissioner concluded that the District has demonstrated evidence of sustained and substantial progress, as well as evidence that the District has the adequate programs, policies and personnel in place to ensure sustained progress, warranting the return of Fiscal Management and Personnel components to local control pursuant to N.J.A.C. 6A:30-7.1, and

Whereas, on February 10, 2016, upon the Commissioner's recommendation, and pursuant to N.J.A.C. 6A:30-7.2(a), the State Board adopted a resolution directing the Department and the District to begin the process of transitioning the Fiscal Management and Personnel components back to local control in the District, and

Whereas, this Transition Plan, which includes the District Improvement Plan for Instruction and Program and Governance, approved by the Commissioner on August 5, 2016, shall be presented at a public board meeting on August 10, 2016, and officially noted in the minutes per N.J.A.C. 6A:30-7.4(a), now

Therefore, Be It Resolved, that the Paterson Board of Education approves that the District and Paterson Board of Education shall assume control in the areas of Fiscal Management and Personnel, effective upon Commissioner's approval of the plan, and the provisions of the Transition Plan for the Return of the Fiscal Management and

Personnel Components to the Paterson Public School District shall be implemented immediately according to the timelines set forth in said Transition Plan, and

Be It Further Resolved, that the Paterson Board of Education approves that they will comply with any and all of the terms and conditions of this Transition Plan, which includes the commitments to support the District Improvement Plan for Instruction and Program and Governance.

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

Comm. Irving: I want to take a point of personal privilege and just make sure that the community understands that under state intervention, which the school district is currently under, there are five areas that the district and the Board has been working relatively very hard on to assume full control back. The district currently has control of the operations area. We were awarded by the State Department of Education and the Commissioner the receipt of the fiscal operations in charge of the finances and budget of our district, and then the personnel operations, the hiring of staff, evaluation of staff, and review of staff. At this point in time, the Board received the actual contract or transition plan detailing the terms and conditions by which the Board will govern effective immediately under personnel and finance. The Board did meet in executive session to discuss the contractual obligations associated with that. Because that is a legal component, the Board had to discuss that in executive session. We've now come out of executive session and we are now about to vote on both of those items. Is there any further discussion or comments before we move on with the roll call?

Comm. Hodges: I truly want to vote for this item because in the minds of the community it means a turning point in a very long and ugly history. I truly want to vote for it. But in my dealings with the state, unless things are completely documented in writing so that I can look at it, hold it up, and say, "You said this and here it is," until I see that, I'm very uncomfortable in what we have here. I was led to believe that certain things would take place in a whole different direction than what it has with regards to the preparation of this document. Even though we were given assurances that it would happen, that did not happen. So now I have this document which I'll simply describe as interesting. Though the outcome is to give us the title of receiving local control and we are all in favor of that, I have to think long and hard before I agree to the language. I can't agree to the language that's there now, but if there are clarifications that come forth that are spelled out, I'm more than happy to reconsider.

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

Comm. Castillo: Yes.

Comm. Cleaves: Yes.

Comm. Hodges: No. (Comm. Hodges abstained on anything pertaining to himself, the YMCA, and Jumpstart)

Comm. Kerr: My vote is yes, based on the comments that Dr. Hodges made and on the information that was decided in our executive session.

Comm. Mimms: Yes, with the same point of observation that was already taken by Dr. Hodges. I just want to ensure that we have documentation that holds the state

accountable for ensuring that there's a standard in place to measure the effectiveness of our progression.

Comm. Redmon: Yes.

Comm. Rivera: Yes. (Comm. Rivera abstained on anything pertaining to NJCDC)

Comm. Simmons: Because I was led to believe that this would take a different direction as well my answer is no.

Comm. Irving: Yes. (Comm. Irving abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop)

### **The motion carried.**

Comm. Irving: Congratulations everyone. Let's move forward. Going back to Presentations and Communications, we got F done, but we have A, B, C, D, and E. We have several presentations. I'm going to ask all our presenters to go no more than 15 minutes max and then we'll take a few questions from the Board members. Some of the presentations that are here are for information purposes. I want to make it very clear when I say 15 minutes, I'm firm. The sun is going down. There's still a little light outside and I'd like to get home relatively decent tonight. We also have 'Items for a Vote' as well as committee meetings and to get the report on the readiness of schools. Comm. Mimms, thank you so much for your dedication. I appreciate it.

Comm. Cleaves: Can I have a point of personal privilege before we begin and before Comm. Mimms leaves? Dr. Hodges left the table. I will not be here at the public meeting on the 31<sup>st</sup>. I'd like to take this time as Vice President of the Board to congratulate Comm. Irving on getting his doctorate.

Comm. Irving: I didn't pay her to say that.

Comm. Cleaves: No one ever has to pay me to say anything. I just wanted to say to Comm. Irving on behalf of this Board that we're proud of you. You are a young man that's doing great things and we thank you for your commitment to the children here while getting your doctorate. You never faltered on your responsibility here. Thank you for serving and we look for greater things from you.

Comm. Irving: Thank you very much. Thank you all for that.

\*Comm. Mimms leaves the meeting at 7:10 p.m.

### **Hinchliffe Stadium Project Status and Update**

Comm. Irving: We have a presentation from the Hinchliffe Stadium project. I'm going to ask Gianfranco to come forward. While he does that, this conversation came out of the conversation he and I had on the phone sometime in early July. He and I discussed at length about the history between the Friends of Hinchliffe Stadium and other respective parties who worked with the stadium and this Board. I said very frankly if I as a Board member am going to feel comfortable about the work that's happening there, there has to be a constant stream of information given back to this Board because ultimately we are the owners of that property. To which Gianfranco decided to oblige. I think this is a first step in trying to ensure that the parties who are working on the restoration and

reclamation of the stadium keep in close connection with this Board. So Gian, I'll let you take over and I'll ask you to begin.

Mr. Gianfranco Archimede: Thank you, Mr. Chairman. Members of the Board, the public, and Dr. Evans, good evening and thanks for having me this evening to present to you. I would like to stay on format and respect your time by providing the documents that you have in front of you. I'm going to try to stick to that. The first document is a cover letter and it's presented in a timeline format. The second packet with the clip on it is somewhat informational and shows attachments and some supporting documentation for what's in the cover letter. I'm going to be using the same document to help steer me along, if you don't mind. If I could turn your attention to the clip document, you can go over that with me. It's printed on two sides to make it thinner and save some resources. The first is a brief history of the stadium.

Comm. Irving: Mrs. Jones, is there anyone here from technology in the back?

Mr. Archimede: For the time being, let's turn away from the packet because it's going to be more confusing for me because I think some pages have been inverted. Please accept my apologies. I'll take a look at the packet and make sure that I forward the proper packet to you through the secretary that can be dealt with electronically. I think that would be also something that would be helpful. I'll turn to the letter if you don't mind. I was here in May of last year and the issue before us was to ask or inform the Board about the Hinchliffe Stadium business plan. That was a project that we were looking to have funded as a Paterson Public Schools contract and the public schools had issued RFPs. There was a return on the request and the vendor was identified within the budget to receive the award. In May I was here to provide a brief explanation of what the business plan was supposed to accomplish and I fielded some questions at that time specifically about catching up with you about where things were at and who our partners were. In June I wrote a letter back and in the packet there is that letter. Anyone who wasn't a member of the Board at that time can refer to that letter. There's a lot of information that really predates 2015 that discusses the steering committee that was formed, the members of that committee, and the partnerships among them. It identifies four short-term goals of which we had met several of them as of the date of the meeting. From there, there's a timeline that I've developed to help me keep on target and it starts in June 2015 with the same information I just shared with you. I'd like to run through the year to date from 2015 to now to give some background on what's been accomplished and some of the stressful situations that have come forward. We had been under contract for phase one rehabilitation project with a firm called WASA for short. It's an architectural firm. They also have engineers working with them. They were accomplishing a very aggressive scope of work to do a lot of testing at the stadium. They declared to us in July that they were going bankrupt and the contract wasn't quite finished at the time. We were left in a state of "what now?" We were also at that time just moving forward with the Board's vote. The Board had voted in June to move forward with the awarding of the contract on the business plan. I'm talking about this Board. By July we were already starting to formulate the strategy for our first steps on the business plan with the contractor and we got this unfortunate news. As soon as August, the WASA attorney started to work with the city attorneys about a possible way of unraveling the situation so we can move forward. It was identified that by a court order through the bankruptcy court, if we all agreed, we would be able to assign the contract to another vendor. Moving back to June, before I get too far ahead, another important milestone happened. The City of Paterson awarded a \$1.1 million contract for phase two design. We have phase one project that's already been going on since 2013 and in 2015 phase two design. Phase two design was about the mechanical systems, the field engineering, and the parts of the engineering that were not included in phase

one. The stadium footprint and the stadium plant in both phase one and phase two is imagined to stay the same, as a historic structure for rehabilitation. In phase two design there's not included until the business plan comes into play interventions at the stadium that would change its' footprint. I'll bring that home a little bit in a few minutes. The phase two contract was awarded to WASA. The next month they declared bankruptcy. We get a heads-up on how we can get through that. Later in the fall we continued to work with them. We have paperwork that goes out to the bankruptcy court. Meanwhile, back on the business plan here we were struggling with an expiring grant opportunity. The grant here at Paterson Public Schools for \$196,000 was backing up the business plan contract was expiring in September. There was a lot of hard work put in by staff members here at the Paterson Public Schools, the City of Paterson, our elected officials in Washington and up on Capitol Hill to try to do everything possible to continue to leverage HUD to make that money survive and continue on for the purpose of applying it to Hinchliffe Stadium's business plan. In October we were in a waiting mode to figure if there would be any success from HUD in keeping that money alive and unfortunately the conclusion was finally reached that we weren't going to be moving forward with the funding. Everyone probably remembers that by November the Mayor was proposing a referendum for the ballot for a special tax levy for recreation purposes. One of the several ideas behind the proposal was to identify some additional public funding to be able to fund a long-term debt service on a bond issue that the city was imagining taking out for the purposes of funding the phase one construction. It was very controversial. There was a resounding no at the polls with regards to the returns on that referendum, if all the people remember that. In December shortly after that the Mayor asked if we would try to identify state level funding to move the business plan forward and he put together a letter to the NJEDA requesting assistance with leveraging the business plan. They returned a response to us that they would have a long-term loan available but not a grant. The city was not in a position to borrow any more funding, so that option was not a viable one for us. Now we're in a waiting period for the bankruptcy court. We have not started the phase two contract because we are looking at coordinating the phase two contract and the business plan in a way that they can inform each other. We're also not quite done. We don't have a contract yet until the bankruptcy court sounds off to get phase one finished. Moving into January now on your timeline we're getting word back from the bankruptcy court and we do get an approval on the assignment of contracts. WASA had already presented the two firms that would take over those two contracts. One of them is Clark Caton Hintz, which is a very reputable and well-known architectural firm of large capacity with an extensive historic preservation portfolio. They're located in Trenton. They had done work here in Paterson before. Clark Caton Hintz was for phase two and then for phase one an LLC derivative of the architects that were working for WASA had already formed their own company prior to bankruptcy and they took on the rest of the responsibilities for phase one. We had them under contract and we're moving them forward to finish phase one at around March. By April we had completed the final documents for phase one. We are getting ready for setting this up for a bidding round and as part of our funding requirement with New Jersey Historic Trust we had to send the package down to the DCA for review. In their review they found that we needed to go through a contractor prequalification process. The prequalification process was to identify contractors who had experience in historic preservation with high dollar figures that was particular to this kind of structure vis-à-vis masonry structure, historic athletic fields, and stuff like that. The prequalification process is something regulated by the DCA and it's a four-month process. We started kicking that process off with a public notice, bidder qualification regulations, and a questionnaire that went out between May and June. After the 30 days there was a public hearing in June at a council meeting and a resolution was passed to adopt the qualification standards. They were then sent in to the DCA for a review for 30 days between June and July at the DCA's unit that looks at contracting

law and we received at the very end of the 30 days a green light and a go-ahead to continue with the process.

Comm. Irving: You have about six minutes left, just so you know.

Mr. Archimede: Right now the process for prequalification is out in public and next Thursday or Friday is the deadline for people sending in their prequalification documents. Once the prequalification comes in a team will review them, including members from Paterson Public Schools. Our architects who are under contract to help us review them will set up a list of prequalified contractors and then they and only they will be invited to bid on the phase one of Hinchliffe Stadium. Meanwhile, about June I'll have to rewind back to the spring and pick up with the business plan again. We were able to identify some funding for the business plan that does not come out of the city's budget. We moved forward with asking the vendor Retail and Development Strategies, RDS, who was contracted by Paterson Public Schools in 2015 for a direct proposal that was half as much in dollar value as the proposal that was passed here with the previous funding. He provided that proposal and we were able to award a contract based on what we had. It was about \$105,000. That process for the business plan has just started over the past month and that of course promoted reaching out to Chairman Irving. We're at a point where phase two is moving ahead and the business plan is moving ahead. These two plans in the overall strategy will need a lot of information and input coming in in order to really effectively plan out the next large lift for Hinchliffe Stadium, which is funding the overall rehabilitation of the stadium and putting it back on its feet. There's a lot of information in the letter from last year about the goals of the business plan. The actual proposal from the vendor is included in the packet that I handed out to you. I'm leaving out all those details for time. We've always seen this as a very important document in the strategy of moving this project forward because through quantitative and qualitative research that involves stakeholder input as well as market data and research the plan is supposed to put together some viable alternatives for cooperative funding arrangements. Basically, I'm saying private and public partnerships that would come out of this situation cross development opportunities in the areas around the stadium, investigating where the parking structure would need to go, and looking carefully at what kind of uses would be most viable. The other portion of what's happening is the phase one construction bidding that I just mentioned. There's a drawing of the stadium in the documentation and the red line indicates when we started phase one planning what we thought the project area would be. Limited to the outside walls of the stadium, the four ticket booths, the gates, the terra cotta, the ticket windows, and a slice of the bleachers to be able to understand how we would proceed with the rest of the bleachers. The project has been curtailed down to the exterior rehabilitation, dealing with also some of the more historic preservation attributes of the stadium. That could be terra cotta that's damaged, the medallions that are there, the terra cotta tile that's been stolen away from the four ticket booths, putting the Hinchliffe Stadium cast concrete signs back into order, striping down the metal on the gates and the decorative metal components on the outside of the stadium. So we see phase one as largely driven by exterior preservation goals. Phase two is more driven by the program and what's going to happen at the stadium ultimately. It has a lesser level of preservation agenda with regards to what happens inside. That will be governed by the two professional contracts and all of the input that we can gather about how to move forward. Just one more comment on the business plan, he's looking at three or four scenarios throughout the country and pointing out what might work for us, what worked in some scenarios that are similar, and what didn't. He's also going to help us develop an RFP at the end of the process that we can then put out or be close to at least reviewing and putting out for solicitation. The RFP would be for lifting the development potential around the stadium and also the stadium itself in terms of the

value of the construction project that would rehabilitate the stadium, and putting in the new field extension. That's a sketch out of the business plan and where we're at. Out of respect for time I think I'll stop here and allow for any questions.

Comm. Irving: Let's do about 10 or 15 minutes of questions just for clarify. One of the things I want to clarify with you and with the Board is that as this project continues to move, I'm going to ask Gianfranco or other members of his Board to be able to communicate with us quite often through whomever the representative is on the committee. Are there any questions for Gianfranco?

Comm. Rivera: In 2015 it says here that the Board awarded a \$196,000 contract for Hinchliffe Stadium for a feasibility study. Did that ever happen?

Mr. Archimede: The Board was asked to vote on a proposal that was received after a solicitation for the proposals. I believe that happened. The Board did eventually vote on it. The story I told was that as soon as we got started we came to a crossroads with the funding and the funding was disappearing at the end of September. We really had to figure out what levers were there and I know that Superintendent Evans worked very hard to try to extend that deadline. Others of our congressional representatives also helped with that effort. So the feasibility study was not accomplished then.

Comm. Rivera: The reason for my question is that there was a time during the past six or seven months I started questioning the business office regarding a lot of receivables in our books. There's a resolution today for us canceling the receivable. How come we're not cancelling the appropriation? I was told at that time that money was spent and because of the timing we could not collect from HUD. So if we spent the money for a feasibility study I want to see that feasibility study. We may have a facilities director that wasn't around at the time. If we spent the \$196,000, I understand we cannot collect from HUD. If we spent it, where's the study?

Mr. Archimede: I can't answer that one.

Comm. Irving: It's on for a resolution as well. Let's keep the questions specifically for Gianfranco and the presentation he has and when we get to that point in the resolutions you can certainly bring that question up. Let's focus any questions pertaining to his presentation and the work that the Historic Preservation Board is doing with the stadium.

Comm. Hodges: First of all, welcome. Mr. President, he should not be coming to us with a report on what's happening to our stadium. Our people should be coming to us with a report about what's happening to our stadium, not the city. That's number one. We should have a person from the facilities committee that monitors this process very carefully and we have not. We have to monitor. There are times when the city's interests and the Board's interests are at cross purposes. Unless we know what's going on we can't defend the district's interests appropriately. It's nice to have them give us reports, but we should have our people being able to tell us what's happening with the district's property. There are other concerns given the city's situation and the troubles they're having. That's number one. I have to comment on Mr. Rivera's question only to say that the money ran out. The federal government expended the money for another purpose. Rather than wait until the final deadline date the house took the money back. So we didn't spend the money. The government did. It wasn't us. It was the state that used it for the purposes which they often do. That's what happened to the money. It wasn't anything that the city spent. The federal government didn't adhere to their dates.



Comm. Kerr: You mentioned a business plan, and phase one and phase two operations. Right now how are these funded?

Mr. Archimede: Take a look at the very bottom of the letter after the timeline. I'm providing there a bullet list of the funding, both for the projects and the expenditures on the projects I just mentioned. To date, the city has encumbered \$1.6 million in these endeavors. I'm a little reluctant to say out loud the total amount of funding we have for phase one so it doesn't corrupt our bidding process. But just by the story I told we were looking for a bond of public money to fund phase one and we were looking at that being the leverage for private investment for phase two. In the numbers that we've been given by our architectural team we're looking at a ratio of one public dollar to three private dollars. That's sort of the ratio we're looking to get at the end of the game. The outlay of phase one, including the \$1.6 million for planning, was showing our interest in this project to move it along because the other funders will clearly need to be bringing a lot more money to the table. Basically, the number is there at the bottom of the sheet for what we spent and what the contracts cost. The next set of numbers talk about what we have, including a grant from the New Jersey Historic Trust, a \$300,000 grant from the American Express Foundation, and a small grant from the 1772 Foundation. Through the National Trust for Preservation we've also developed another \$1 million scope of services that's part of phase one and we've sent it to MLB through contacts that have been developed through the National Trust. We're asking them to match \$1 million of what we have towards phase one. These are strategies that were developed because of the inability to bond any public money for phase one. We're working with what we have. As an example that Dr. Hodges brought up when we talked about the funding that is waiting, if we don't spend the funding we have it will disappear soon. It's very important that we spend the money right away on construction of phase one for some of these items and we've designed phase one to do that.

Comm. Kerr: I'm not really trying to knock the effort because no one would like to see Hinchliffe Stadium developed more than I do. But with the present economic climate in the city and we have not really identified any private funding except for the MLB, the cost to rehabilitate that stadium at one projection I was told would be somewhere in the region of \$40 million. That's a lot of money and I have not seen in this anything that suggests to me that we will be able to attract \$40 million from the private sector. I know when it comes to public money there is nothing in Paterson. That mood is not here. There's no bonding or anything with the taxes going up and all that kind of stuff. I listened to the meeting last night and people are angry. They're not prepared for that. Realistically, I'm just wondering out loud if this is a project that we will see materialize.

Comm. Cleaves: I just sat through a presentation you did recently and I know you said you did a feasibility study. During that study, were there any photos produced that you could have included in our packet for us to see?

Mr. Archimede: The feasibility study has just started. It's not been finished. We're about a year from when that whole thing happened with the grant and it took us time to identify some funding. We did that and we've been able to get through awarding that contract. We're all hopeful and the goal of paying out the \$100,000 is to come to conclusions about the direction to leverage that large amount of money. That's really what everyone has to do in a responsible way before we throw away the key and say this is not going to work. We don't have the feasibility study, but I have some documents I'm going to show you. This is the final document. It needs some very minor revising and then there will be a printing of it. When it's printed, I will be giving a copy over to the Board and the school district and enough electronic copies to be distributed. This is the report that's full of pictures and pullouts. It's about what they

discovered when they did phase one testing at the stadium. The second volume has all the testing data, the concrete testing, the geotechnical testing, and the engineering testing. There's also a small section about some initial probing of what the field could be, what it could look like, what sports it could hold, and how it could be configured. That has to be further developed in this business plan. However, that's a really excellent document for us to be basing even going forward because one of the first questions is, is this place going to fall down in two or five years? What's the stability factor of the concrete and structures? What's the stability of the ground? We all know that there's a significant issue with the ground. We've looked at a lot of those issues. In fact, this summer we also started probing for environment concerns. As part of the construction we'll need to deal with environmental. I'm also leaving with Mr. Morlino the spec book and the set of plans, which I have back here, for the phase one that I was describing before.

Comm. Irving: We can keep those in the Board secretary's office.

Comm. Hodges: What worries me is the city's reputation financially is distressing. When you're looking to raise money they're not necessarily the entity that might be best suited to do that. We're in year six of a three-year program. I don't want this to be a criticism because it's not. They work very hard. But our interests don't necessarily coincide in terms of how we approach this given where the city is versus where we are and some of the things we can do. This is why you need to have somebody there. If it's not viewed as a city project there are some entities that might be more receptive. When you're outside and you're seeing the Mayor and the City Council are fighting they're not likely to invest in you, which is a problem. I'm encouraging the Board to bring an active representative as part of this committee and then the district can talk about other ways we can assist the process because we don't want that historic stadium to languish. While they're doing very good work and have come along in a significant way, it is declining.

Comm. Irving: We need to have someone at the table. I didn't know that we didn't have anybody there last year at all. When Gian and I spoke he said the last person who actually represented the Board would have been Alex Mendez and that's when I appointed him. We haven't had someone there since last year and the beginning of this year.

Comm. Hodges: It was kind of hard to find out when they were meeting. We struggled with that. That was part of the issue.

Comm. Irving: That's neither here nor there. The point I want to make is I will be appointing someone from the Board to represent us. If someone wants to, please give me some names and recommendations. I've considered myself, but we'll take some names and the Vice President and I will make recommendations.

Mr. Archimede: We have been keeping tabs on all this work through Dr. Evans' office and Steve. You're right about the representation and we very much would like to have a representative and work very closely with them.

Comm. Irving: I got your first notice about the conference call, too. The other ones must have been lost in spam.

Mr. Archimede: We've been really successful, Dr. Hodges, with regards to our association with the National Trust for Historic Preservation. It's really been a huge blessing for us. That has definitely been a topic from the very beginning that's been

noted and leveraging the \$300,000 from AmEx. They've had a very personal relationship for a long time between the trust and AmEx as a funder. That's one of the many very positive outcomes that having that large nationally recognized preservation organization advocating for us as one of 13 of America's treasures. Thank you very much for allowing me to be here.

Comm. Irving: Thank you. I look forward to working with you.

Mr. Archimede: Likewise. Thank you very much.

### **Discussion on Review of the Application for Extraordinary Aid for Special Education Costs for Fiscal Year 2012-2013**

Ms. Cheryl Coy: Good evening everyone. This reflects the 2012-2013 extraordinary aid that was submitted and was overinflated in some areas. The action form and the corrective action should be attached in your plan. There were three findings by OFAC with regards to 42 students. I can go through each of the three findings. The first finding was five students who were in a private school were actually dis-enrolled prior to meeting the threshold for reimbursement, but they were still reported to the state for reimbursement. Moving forward, the department is going to do a preliminary report prior to the extraordinary aid being reported to cross-reference IEPs, services, and enrollment with the private schools to make sure it all equals when it goes to the reporting for the state. Number two, there were 22 students who were reported as meeting threshold and it was an internal error based on the salary and benefits that were submitted to the state for the staff that works with the children. For example, a teacher was stated at \$40,000 with maybe \$40,000 worth of benefits. That amount is then calculated or divided per child per service. In order to get the reimbursement we overinflated the salary and benefits that were presented to the state and that caused an overage in the reimbursement. Again, the same process will occur with reviewing the IEPs prior to the implementation of the application going to the state to make sure that the services are aligned to what HR has as far as what the salary and benefits are for each student, each teacher, and each aid that works with that child. The number three finding was 15 students who received intensive special education services were reported to the state for reimbursement and they did not meet the threshold as well in order for that reimbursement to occur. The same procedure will occur where the IEPs are reviewed to make sure if they have the services they are entitled to the services before that submission is reported to the state.

Comm. Irving: In the action item you have, what's the total amount we're going to have to reimburse the state?

Ms. Coy: \$1,890,824.

Comm. Irving: You have Item C as well. Am I correct?

Ms. Coy: Item C is collaboration with transportation and business partners.

Dr. Evans: Lisa.

Comm. Irving: Let's just finish up. I know we had a conversation in operations about what you've done to help correct this, but this to me is incumbent upon leadership that was in special education to be on top of this. I'm very confident moving forward that your office and the administration will be able to do what needs to be done to ensure that we don't find ourselves in this situation again.

Ms. Coy: We will. The key thing is to work collectively with other departments and the biggest chunk of the reimbursement came from the inflated salary and benefits. Anyone reviewing it on the special education side, if you don't know what somebody's salary or base benefit is it's hard to just say, "Hey." You have hundreds of staff members that we review in the report, but we're going to meeting with HR this year to make sure when that report comes out we do spot checks by recommendation of Daisy to make sure that those numbers don't appear inflated and they're not.

Comm. Irving: Very good. Are there any other questions for Ms. Coy?

Comm. Kerr: It's not so much a question for Ms. Coy. These were egregious mistakes and it's costing the district \$2 million. Dr. Evans, in the light of our fiscal situation, how are we going to address this \$2 million?

Comm. Irving: The \$1.8 million that we have to repay?

Comm. Kerr: Yes.

Comm. Irving: Is that coming from your surplus that you have?

Ms. Coy: We're going to request from the state a five-year repayment plan. I've also spoken to Daisy to see if there's still a possibility to appeal because we do have an opportunity.

Ms. Daisy Ayala: I did work with Cheryl on this. What happened was there was a glitch in the system and for some reason it picked up the benefits, but not the salaries. We have benefits dated for six months and it picked up the six months twice. When we're submitting this information, ultimately whoever is putting in the application is responsible for the data. We can take it a step further and take a look at it and ensure that if someone is making \$23,000 that this \$60,000 benefit should be flagged. We are going to look at that and we can extract the information and manipulate that so there is something in place moving forward. The other thing is we can write a letter and see if they can waive, especially with the constraints that we have financially. That's going to be the first step that we're going to do. If not, we're going to ask for a payment plan.

Comm. Irving: What's our timeline to get the correspondence back from the state?

Ms. Ayala: 10 days after approval.

Comm. Kerr: So we're accepting responsibility and we are going to write a corrective action plan?

Comm. Irving: We screwed up.

Comm. Kerr: I have not seen a corrective action plan yet. We're being presented with this and I have not seen a corrective action plan.

Dr. Evans: It should be attached to your items. You should have it.

Comm. Irving: When they sent out the updated email blast, it was in there.

Comm. Redmon: Daisy, when we do the five-year plan through the state, will we be charged interest on that payment plan?

Ms. Ayala: No. If you recall, we had this whole conversation about ex-aid. We went from \$2 million to \$5 million and then we went back down to \$2 million. That \$5 million was when it was overstated and we got too much money. That's where it came from, if you recall the conversation.

Comm. Irving: Anything else on Item B before I ask Daisy to stay there for Item C? For Item B, there's a corrective action plan in the action items when we get the resolutions for a vote.

**Discussion on Review of the Application for State School Aid as of October 15, 2012 and Review of the District Report of Transported Resident Students as of October 12, 2012.**

Ms. Ayala: I'm not going to go through every finding. There are about 10 of them.

Comm. Irving: Right, I'd prefer you not to.

Ms. Ayala: I'll give you a synopsis of what that is. The finding was we have an ASSA report. We have special education. There are various categories. There's no match with the worksheet that we provided during the audit. That disconnect became the audit finding in that area. It was the same thing with special education. We had students out of district that were not captured and we had students that were not captured on the ASSA. Keep in mind that this was already an audit finding from the independent auditors. So this is not new. It's just that it was discovered and then you'll see it in multiple places, but it's really one audit finding for 2012. The other one was we had employees that worked here and they falsified their income in the application. That's something that is beyond our control. However, we're CEP now. We no longer have free and reduced applications. We feed all our children 100% free, so we won't have that. We do have something in place because one of the things the state is looking at is funding through a different methodology and that's utilizing a household survey. We're working on putting something in place. Another thing is that because we're CEP now all our children eat free and we still have to do some type of certification. Our direct certification comes from food service. We get a state report saying these are the students that are eligible, which is about 74%. The other 26% we have to go out and get that. We have something in place where we're going to have the surveys distributed at the school and it's no longer by family. So if you have five children at home and all five go to different schools, you have to do five applications. It's funding for the school. I'm not sure what the DOE has in mind, but they have something in mind moving forward. We're going to have that at the school level. The other thing is that sometimes this information doesn't match. We're going to have the information for October 15. We're going to look at all the data and we're going to verify that what we put in the ASSA we have backup and work papers for. The ASSA also has another impact, the DRTRS, which is the department of transportation. If we say we're transporting 'x' amount of students with special needs it has to tie in to the ASSA. If ASSA already doesn't match with the special education population and its category, obviously it's not going to match when they're doing the analysis during the audit with the transportation as well. It's one big thing but it impacts a lot of different areas. Again, we're going to sit down, we're going to verify the information for MIS, transportation, and special education, and we're all going to agree or disagree. But we're all going to have the information that's consistent and we're all going to sign off on that.

Comm. Kerr: Here's the problem, Mr. President. What I'm not getting is where the breakdown comes. We need to know why we had that breakdown in the system and

then we need to have the corrective action plan speak directly to that. What I'm hearing is just general arguments. I don't think that's adequate to address some of the real issues. We've been having this problem not today, not only yesterday, but the years before. I'm asking now that we get a full presentation of where the deficiencies are found in the system and itemize how we're approaching the breach of that breakdown so we can feel comfortable that we're not looking at these audit findings any longer. It's costing us in terms of our fiscal responsibility as a Board. We were just given fiscal responsibility, but if we keep failing the audit findings then it doesn't reflect too well on us. I'm asking for that.

Ms. Ayala: Just keep in mind that these are 2012 audit findings. It's not something that's current. The state takes a very long time. It sounds like it's redundant because the internal auditors have already put it in the audit.

Comm. Kerr: What does the internal audit show now? That we are pretty much on top of...

Ms. Ayala: They're working on that now.

Comm. Kerr: Okay.

Comm. Irving: I agree. I think the bigger question will be how do we measure the current internal audit that we'll have for 2015-2016 relative to what's been produced for 2012-2013 and 2013-2014, and if the Board sees a trajectory in which the operations relative to these programs has improved.

Ms. Ayala: I guess we'll have to wait for them to finish the audit. It's really a simple fix. It's all of us getting at the table and saying you've got 250 special education students. It's basically maintaining and centralizing the work paper to support what we're submitting. It's everyone with ownership and coming to the table and saying, "I have a piece of this," and we all agree that's the number I submitted. We've had a lot of different leadership changes and it doesn't help with the process. That's why I intervened in this because since I'm involved in different aspects of it. I know it's a simple fix. It's just getting people to the table.

#### **Discussion of the Paterson Internal Audit Unit Consultants Review Report from July 2013 through June 2015**

Ms. Ayala: Item D is basically they did a consultant audit. A lot of this is not new to us. We've been aware because it was in the independent audit as well. There was a contract of \$1.7 million that we did not have a contract in place or a purchase order and that was a big finding. A lot of it has to do with that. Some of the recommendations that they have we've already corrected through that policy 6740, which is basically outlining the penalties for offenders of confirming orders. I think that this year it's something that we're going to enforce. It's very serious.

Comm. Irving: I was just going to say the policy isn't an issue. It's just how we enforce it.

Ms. Ayala: I'll go more into detail in finance. It's a scary thing because as you know the fund balance is very small. People go and do their own thing and decide to do service and contract without it being centralized. I've spoken to Neville Williams and we're going to assign a contract so if you put in a requisition and you don't have that contract number, it's a number that doesn't mean anything. It's just for internal control. If you're

requesting a service, whether it's a state contract, a bidding contract, or quotes, it's going to have to have a number. Otherwise, the requisition will not move forward with that. That's the only way to correct some of these findings.

Comm. Irving: Any questions on that one?

**Discussion on Paterson Internal Audit Unit Investigation Submitted by Former Paterson Public Schools Teacher Lee McNulty**

Mr. David Cozart: Good evening everyone. I want to speak to you briefly concerning our internal audit investigation regarding allegations that were made by a former Paterson employee, Lee McNulty, regarding our student attendance as well as the method in which students received credit. Mr. McNulty was a former employee of John F. Kennedy High School and eventually ACT Academy. He retired in the 2012-2013 school year. A lot of the allegations he made were upon retirement stating that student attendance was not being accurately accounted for regarding daily attendance as well as the class attendance. During the time period when he was employed Kennedy moved away from Fusion, which was the database, and started piloting a new program called Genesis. The information he submitted to the State Department was in Fusion which was not the database that the district was using for Kennedy High School. At that time they were using Genesis. Again, this is going back to the 2012-2013 school year. He stated that student attendance was not being correctly inputted by the teachers nor was it being inputted by the secretarial staff, as well as the oversight of the administration for the school. That was his complaint. In our findings we found out that our current policy regulation 5240 is still valid and addresses how students are being held accountable for missing classes. Now the district has gone to one system for the entire school district, not the two that we had before that different schools were using. Now we have one district policy and program database which is Infinite Campus. Infinite Campus now requires teachers to take attendance, not only for just their homeroom, but period by period. This wasn't in place three and four years ago. The system three or four years ago enabled us to do so, but it wasn't a requirement. Infinite Campus has now given us the opportunity to capture students' true attendance by period as well as homeroom attendance. Therefore, in doing that we satisfy how we're addressing getting student attendance accurately. Now once we put the student attendance in each day the building administrator would be able to certify that attendance daily. After each class is over, the teachers put their attendance in and then you can verify at the end of the day if the classroom teacher submitted their attendance. It has to be verified. A classroom teacher cannot verify their attendance. Once they put their attendance in, the secretary comes behind them and verifies the attendance. It's a two-step process. The third process when we have students who are deemed absent per class but not during homeroom we have a cut office in place to verify those students. We find out if those students were in class, in the building, or if they had an appointment someplace they need to provide us documentation of where they were. Once that meeting is held, now they're able to actually adjust the attendance for that day so that student could be considered absent or a cut for that day. If it's a cut, then we have consequences for the students, which includes before school, after school, as well as Saturday detention. Depending upon the number, eventually it goes into in-school suspension as well as parent conferences. It's all actively reflected in the student attendance report, which wasn't done before. Now we have a system that can actually do that from all angles. We have members of ACT Academy and administrators who will also train their teachers at the beginning of each year and throughout the year on how to input attendance besides the homeroom attendance people and the classroom attendance also. Now the attendance links to the grade book. The whole list that we have now with Infinite Campus covers all these

components for us so we won't have the problem again regarding that student attendance. The second finding was on the issue of credit recovery. Not so much the credit recovery program we have in place now, but how students were gaining credit for classes which they weren't there for because of the number of days they were absent. This is prior to the system we have now. We have an online program that is done throughout the school year, before school, and after school. The only students who are eligible for this program are students who actually failed the class. You cannot be enrolled in a class and go to credit recovery. You actually have to fail a class and then you have an opportunity to go to the credit recovery program. For the school year it would start beginning in December after the first marking period. Then you have until the beginning of June to actually complete the program. That's one way students have an opportunity to gain credit back. It's an online program. We have teachers who are also there available to assist the kids. Not all courses can be taught in credit recovery regarding the computer-based programs. There are some classes that require direct teaching and we have teachers for those classes. That's another opportunity we have for students to make up classes that we did not have going back prior to the 2012 school year. The findings you have basically asked for a state report of names of students. You have the actual students who were involved in the credit recovery program, which includes summer school. You have that for you, the summer school component as well as the school year component for credit recovery. You have the names of the students who were involved in credit recovery for the 2014-2015 school year, as well as the summer school. Are there any questions?

Comm. Simmons: You mentioned student consequences for cutting class. Is there a number of cuts at which the student may lose credit for the class? If there is, at what point are they allowed to attend classes for credit recovery?

Mr. Cozart: Credit recovery only occurs for students who actually failed the course. If you say I'm an algebra I student. If I'm cutting class now I cannot take that class in credit recovery until I actually fail for the year. I have to make it up either in summer school or credit recovery in the following school year. Regarding cutting classes, every student is supposed to be in class every day. The teacher has an opportunity for students who have 21 days or more absence from their class to fail the student from that class. That's still part of the policy we have in place now.

Comm. Simmons: I only ask because I have this conversation with parents all the time. Some are for it and the only person at this dais that probably will remember will be Ms. Shafer or possibly Mrs. Jones. In the past when you cut a class three times you'd lose credit for that class for the year. They would have to take it in summer school. 21 days is a lot of time.

Mr. Cozart: 16 and under for court. 17 and older you cannot go to court for those students.

Comm. Hodges: But you have kids who are missing 65 days. I used to sit in the courtroom and listen to it. I'll wait until you finish because I have a broader set of questions.

Comm. Simmons: I'm just wondering is there something we can do to lower the number of absences or cuts. At this point it seems like there is no consequence. I can go through the year and miss 21 days. Then I'd fail the class at 21 days. But I can cut the class 19 days and pass it.



Mr. Cozart: That's the teacher's opportunity to sit down with their students and parents to find out why they're missing the class. Those meetings are being held, not only with the teachers doing that, but the guidance counselors are now getting involved earlier to find out why the child is not going to class. Kennedy has four schools now in comparison to one large school. So now with the small school setting they have a cut department that's specialized for each of the academies. Now they have an opportunity to meet with those kids sooner to find out why they're not going to class and where they're going. They're having those conversations with them, which means now we have to have more student contact than you had in the past. A person could go under the radar until the last day of the marking period because student cuts are only reported by the classroom teacher. Previously the teacher reported normally at the end of the marking period when they did the grades. Now you have to play catch-up. With the system we now have in place we know it every single day. Now you're actually inputting the attendance daily. It puts the onus on teachers to also find out why the child is not in class to make sure you did the attendance for the child that day. We had no oversight in the past regarding that districtwide. Now we have that in place with the new system we have.

Comm. Hodges: That just speaks to a larger issue in terms of attendance. I really don't have a clear handle on what we're doing. Other than removing the attendance officers and changing the software I'm really not clear. You may have covered it, but I'm not clear on what happens with attendance and I know it's a major problem. I have very little confidence in the credit recovery program. I'm terribly sorry. I'm sure it's wonderful. I've been told it's wonderful. I don't believe it and until I have some sort of independent data that says if you miss 20 days of class and fail and you can go sit in this credit recovery program and it will somehow make up for all the time you've missed. If the test shows me you can do that, then that's wonderful. But until I see that data, I'm not going to believe it even though I've received tons of assurances of how it's improved. I know how it used to be and that did not work, at least not educationally. It worked for our accounting system, but it didn't work for the kids. What I'm really looking for is a clear understanding of how this attendance operation works, not just for high school. There are a shocking number of kids on the elementary level who are missing school, which I really can't understand. Third and fourth graders are missing 20 and 30 days. It's extraordinary. If we are to aggressively attack this new curriculum which calls for rigor and all this other stuff, we need the people to be in the classrooms and we need to make sure that we can accurately capture what's going on with attendance. I'm not quite sure we do. You may have, but it has escaped my notice. I've had other questions about the attendance system as late as last April or May. I'm still trying to get a handle on that.

Dr. Evans: Recommendations were recently made to make changes to the current processes and procedures, some of which Mr. Cozart just covered. Some of what Mr. Cozart covered was not included in those recommendations and we have not acted on those yet. Mr. Best who oversees attendance for us did an internal review and came to us with some recommendations that address the concerns that both Comm. Hodges and Comm. Simmons are noting. I think it's time for us to go ahead as the beginning of the year approaches to revisit the recommendations that he made. In May we received those recommendations from Mr. Best on attendance and accounting. It's time to go back and look at those, take into consideration what you're saying and come to you and let you see what we're recommending as a result of Mr. Best's recommendations to us directly and make changes.

Comm. Hodges: I would look forward to that report. Thank you very much. I also would like to have some reassurance that the credit recovery program is in fact a credit

recovery program and not a feel good situation. I'd like some independent data that suggests if the kid has gone through this program they can test out and say they can do the work.

Comm. Irving: I think your question got answered relative to the other program. I got an email this week and I wasn't sure if you had taken a look at the email Mrs. Jones sent you. That's what I thought you were alluding to.

Comm. Hodges: No. That's a whole other issue that I'm very concerned about, but that's for another time.

Mr. Cozart: Dr. Hodges, in reference to credit recovery when a student goes through the actual modules they have to test out to get credit for that course. If you look at some of the records we have, some of the kids did not receive credit for that course because they did not finish the course. Therefore, they had to continue going through the process or take the class over during the school year. There is a process in which the students come in, log in, and they have to show a mastery of skills for them to receive credit for the course.

Comm. Hodges: I just want to make sure that testing is commensurate with what you're going to be asking them to do in the PARCC exam. And, Mr. President, I do want to discuss that in the next agenda for sure.

Dr. Evans: Before Mr. Cozart sits, there was a third area in that complaint and it was found not to have any substance, if I recall correctly.

Mr. Cozart: There were several, but one of the issues was regarding our overall methods by which we were accounting for the kids with the violence in the building. As you know, in 2013-2014, during my first year at Kennedy, they had a news crew at Kennedy. My-9 News was in there and they stated that kids were having sex in the hallways, shooting dice in the hallways, and fighting in and out of the classrooms. This was all part of this report. They came to the building and we did a walk through with the three news agencies to go through this process. We got suspension reports and what have you. A lot of those allegations were not founded. The district was able to answer those questions from the State Department. The questions the State Department gave us this time were mainly based upon our inability to provide them data when they asked for it. We are able to address that now for them.

Comm. Hodges: I'll simply say you and I will discuss that part of your statement later off the record.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

### **Readiness to Open Schools**

Dr. Evans: We actually are bringing closure to the development of a comprehensive report that we were planning to bring next week or the following week but now on the 31<sup>st</sup>. Ms. Shafer just received all of the information.

Comm. Irving: We need a little more time to ensure that any bugs that need to be worked out are worked out.

Dr. Evans: Exactly. We will present it at that point in time.

Comm. Hodges: There's been a concern. Do we have access to School 16 yet?

Dr. Evans: Yes.

Comm. Irving: They're in.

Dr. Evans: We have a certificate of occupancy for it.

Comm. Hodges: I just want to make sure. The findings that did occur at Hani Awadallah, are they going to be addressed by the state?

Dr. Evans: What findings?

Comm. Hodges: Issues and concerns.

Dr. Evans: I'm not sure I understand which issues.

Comm. Hodges: Maybe I should ask are there any issues of concern.

Mr. Steve Morlino: Good evening. There are a number of issues that are being compiled within a punch-list of issues that need to be addressed. Some of them have been addressed already. The fencing is being corrected around the site at this point.

Comm. Hodges: Which one?

Mr. Morlino: Dr. Hani Awadallah. A lot of that stuff is being identified. There are a lot of items such as doors that don't work right and HVAC systems with defective motors. Things like that, which is typical in a new building opening. As they go through the commissioning process, the onsite chief and our project manager are developing punch-lists which they will be addressing.

Comm. Hodges: They are taking care of all of those things, the rounded corners on desks and all that stuff?

Mr. Morlino: We're not sure what they're going to do with those. We're asking that they be addressed, but I'm not sure what they will do with it. We'll make our punch-list known. They're whittling it down. There are a number of concerns with the way the penetrations are through the roof with the overhang and cosmetic issues that we're also asking them to take care of.

Comm. Hodges: In School 16 do we have similar concerns there?

Mr. Morlino: We just got the TCO so we're starting to enter the building. The construction is not finished.

Comm. Irving: You guys are starting to go through.

Mr. Morlino: We're going through, but the construction is not completed yet. The building is not officially ours. We give them the opportunity to correct a lot of the stuff as we go through and then we'll make a punch-list to proceed with that.

Comm. Hodges: They are receptive to taking care of most of those things?

Mr. Morlino: Yes. The contractor that built the building is taking care of a lot of these items.

Comm. Irving: The goal is that we have to be able to catch it before they leave. If we don't have our staff go through each of those buildings and say, "That clock is too short. Move it up," we have to be able to go through with our own punch-list.

Comm. Hodges: The problem is they have not let us into the building. The concern is that they were going to walk away and say they don't have the money.

Comm. Irving: We have three or four weeks.

Mr. Morlino: There are some warranty issues that they have to take care of even longer term. But the punch-list items, you're correct. We want it done. Once they walk away they're out of sight and out of mind. We want to make sure that they're taking care of it.

Comm. Hodges: That's why I raised the issue.

Comm. Cleaves: They've done this process also with Paterson Catholic.

Mr. Morlino: Yes. As a matter of fact, we started the move in this week at Paterson Catholic. We have a little delay because one of the vendors working for the SDA broke the elevator. The mover cannot have access to the elevator so there's a two-day delay on our part to lug stuff up and down. There's an extra charge that Daisy will be getting shortly.

Comm. Hodges: There was some concern about a large expense for Paterson Catholic which they said they weren't going to address.

Mr. Morlino: They've acquiesced to some of those. Dr. Evans got involved and they have agreed to do some of those. However, other items they're telling us are...

Comm. Hodges: How much is some?

Mr. Morlino: We don't know the exact scope. They're still developing it.

Comm. Hodges: They've pulled this in every single school and you have to go and fight them. International is a case in point, as well as the gym in School 24, and the warping in NRC. There was broken glass in...

Mr. Morlino: They're at International High School this week. The SDA has a crew replacing sidewalks and lights. It's years after the project, but we push them and they're difficult to deal with.

Comm. Hodges: That's why I'm raising the issue.

Mr. Morlino: At NRC there are issues with the chiller. When it starts up, the lights in the neighborhood dim. They're working on that finally after several years.

Comm. Irving: Dr. Evans has one comment relative to the two new schools.

Dr. Evans: A tour has been scheduled for either August 16 or 17 that you're going to lead at Hani Awadallah. A date is being identified to similarly tour School 16.

Mr. Morlino: Mrs. Jones is working on that.

Dr. Evans: You will be given an opportunity to say yes or no to the 15<sup>th</sup> or 16<sup>th</sup> of this month very shortly. Then you can take advantage of the opportunity to accompany Mr. Morlino on the tour.

Comm. Irving: Facilities and fiscal is meeting at Hani Awadallah tomorrow. We'll get our first chance to get in and actually have our meeting in the building. In the finance and facilities committee we're also having a tour of that. That will be included in our report even before the entire Board gets a chance to walk through Hani Awadallah and School 16. I assume they're doing Hani Awadallah first because they have the CO for that.

Dr. Evans: Yes.

## **PUBLIC COMMENTS**

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

Mr. Corey Teague: Good evening Dr. Evans and Dr. Irving. You've come a long way since Madison Avenue. I'm very proud of you. I have to tell you that. I've been telling people in the community. You have to give honor where honor is due and you don't see that coming out of Paterson. We only see athletes and rappers. This is commendable.

Comm. Irving: I wouldn't mind being an athlete or a rapper, though.

Mr. Teague: Welcome Board Commissioners to another year of fiscal woes. I know we don't like to start off like that, but we have a Governor that has vowed to continue to slice and dice until his last day of office. I'm just here to let you know that we have to continue to fight against what he's doing. I thought I saw somewhere that there was a \$45 million shortfall around the same time they had the issue with the recreation. This Governor we have now is just outrageous. I'm hearing that Shavonda may jump in. We're hearing Phil Murphy. We're hearing the Mayor from Jersey City. Whoever it is, we need to sit down with them and make sure that they're going to do right by the children of the City of Paterson. That has to be first priority. I met with Phil Murphy and I spoke to a couple of folks. I'm not really convinced because he's not from here, quite frankly. He's not from Paterson. Whoever it is, they need to be able to tell us and show us and maybe put something in writing like what you guys were mentioning about the earlier resolution to say that they're going to commit to at least making sure that we have what we need in this city. The current Governor for the last almost eight years had made sure we didn't. As you know, we have another election coming up. I threw my hat back in the ring. We'll see what happens. Win, lose, or draw, you all know that I'm going to continue to be here, continue to fight for the kids, and continue to be that voice from outside. The parents who are nervous and may not want to come before you, I'll be their voice and continue to speak up for them and advocate for the children, just like I do for my own. There are some folks who suggested otherwise, but I'll continue to do the work that I've been doing. I just want to commend you guys because this is going to be a tough year. If we pull together and do what we need to do, we'll get the job done for our kids and we'll be able to get where we need to go. Thank you very much.

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

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

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills and claims dated August 3, 2016, beginning with vendor number 86 and ending with vendor number 799535, in the amount of \$21,767,639.62; 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. Castillo, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

### **Resolution No. 2**

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

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

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

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

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

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Natalia Montero	WIA Title II Grant and Innovative Grant LACES Database Training	July 12, 2016	\$25.49 (transportation)
LACES Specialist/Adult School	Sayreville, NJ		
*Jonathan Hodges	FORMULA4SUCCESS	July 20, 2016	\$51.04 (transportation)
Board Member	West Windsor, NJ		
*Neville Williams	Institute for Professional Development: The Detection of Fraudulent Procurement Practices	July 22, 2016	\$145.40 (registration, transportation)

	and the Importance of Effective Internal Control Procedures		
Supervisor of Purchasing	New Brunswick, NJ		
Steven Morlino	NJMPA Clinic and Tradeshow	August 18, 2016	\$235.00 (registration)
Executive Director of Facilities	New Brunswick, NJ		
Maria T. Lorenzo	TASC Educational Testing Service (NJDOE)	August 19, 2016	\$46.72 (transportation)
HiSET/TSAC Examiner/Adult School	Trenton, NJ		
Neville Williams	Institute for Professional Development: Local Public Contracts Law and Local Public Contracts Regulations Update	September 9, 2016	\$145.40 (registration, transportation)
Supervisor of Purchasing	New Brunswick, NJ		
Sham Bacchus	NJPSA Convention	October 20-21, 2016	\$298.00 (registration)
Principal/School 8	Long Branch, NJ		
Ana Alea-Schlichting	International Baccalaureate Category 2 Workshop: Physics SL	November 30 – December 3, 2016	\$2225.08 (registration, transportation, lodging, meals)
Teacher/International H.S.	St. Petersburg, FL		
Matthew Caruso	International Baccalaureate Category 2 Workshop: Theory of Knowledge	November 30 – December 3, 2016	\$2225.08 (registration, transportation, lodging, meals)
Teacher/International H.S.	St. Petersburg, FL		
Gulderen Ozbek	International Baccalaureate Category 2 Workshop: Math Studies SL	November 30 – December 3, 2016	\$2225.08 (registration, transportation, lodging, meals)
Teacher/International H.S.	St. Petersburg, FL		
Ivan Rosa	International Baccalaureate Category 2 Workshop: Visual Arts HL	November 30 – December 3, 2016	\$2250.08 (registration, transportation, lodging, meals)
Teacher/International H.S.	St. Petersburg, FL		
Chistopher Wirkmaa	International Baccalaureate Category 2 Workshop: History	November 30 – December 3, 2016	\$1390.00 (registration, transportation)
Teacher/International H.S.	St. Petersburg, FL		
Neville Williams	Institute for Professional Development: Continuing Concerns & Developing Issues In The Preparation and Utilization of Specifications	December 9, 2016	\$140.96 (registration, transportation)
Supervisor of Purchasing	Neptune, NJ		

Total Number of Conferences: 13  
Total Cost: \$11,403.33

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

Comm. Hodges: Senator Sweeney met with the New Jersey School Boards Association and their Board of Directors in Mercer and he presented his funding proposal. I was in attendance because I'm a member of the School Boards Association Board of Directors. One of the biggest areas of pushback that he got from the group was charter schools, the inability of towns to stop charter schools from being assigned to their town without any input from them because it is doing severe fiscal damage to their systems. There was some agreement from some of the rural areas. They're really struggling because the impact is even more significant. They also had a concern about language. The Governor has planned to cut \$6,600 without any money for students who have English as a second language. The rural districts are hurt by that because there's a large influx of immigrants into these rural towns and they have to be able to not only teach them English, but prepare them to function in a regular school area when some of these folks have not had formal training. Those kinds of cuts are really a problem for them. Even though you hear a lot of people outside of town saying that's a great idea to cut, there are areas of the state which are saying, "Absolutely not. It's a problem for us." Those are the big areas. The only other thing was they didn't like the idea that there was no opportunity to discuss the final conclusion of this panel he's assembling. Everybody here knows he wants to assemble a panel of educators, two people chosen by the Governor, one by the Senate President, and one by the Speaker. Four people will then decide how to handle this funding over the course of five years and we get 100% funding. The Governor has two choices.

Comm. Irving: That's Sweeney's plan, not the Governor.

Comm. Hodges: Right. Once they reach this plan, there is no opportunity for any of the legislators to amend. It's an up or down vote.

Comm. Irving: That's important information, but we're in roll call.

Comm. Hodges: The reason why I put it is because part of my responsibility is to bring that information to you and make sure that you are aware. Those are some areas of concern. You don't want just those four people who are chosen by whoever.

Comm. Irving: I met with the Senate President when he came to Paterson. He explained the plan. I think most folks are in agreement with the plan. It's just not practical. It's far less than where the Governor is and it doesn't do anything to right size urban education. Thank you for the update, Dr. Hodges.

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

Comm. Castillo: Yes.

Comm. Cleaves: Yes.

Comm. Hodges: I abstain on myself and yes for everybody else. (Comm. Hodges abstained on anything pertaining to himself, the YMCA, and Jumpstart)

Comm. Kerr: Yes, and I abstain from anything that has to do with my name.

Comm. Redmon: Yes, and I abstain from anything having to do with my name.

Comm. Rivera: Yes. (Comm. Rivera abstained on anything pertaining to NJCDC)

Comm. Simmons: Yes, and I abstain from anything having to do with my name.



Comm. Irving: Yes, and I abstain from anything having to do with my name. (Comm. Irving abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop)

**The motion carried.**

### **Resolution No. 3**

The 21<sup>st</sup> Century Community Learning Program at Eastside High School Campus is a 5-year \$500,000 grant awarded by the State of New Jersey to provide academic enrichment/positive youth development programs for students after school. Eastside High School Campus 21<sup>st</sup> Century program is in its second year of operations.

Whereas, the 2016-2017 school year, 21<sup>st</sup> Century Program will focus on implementing a programmatic plan focusing on the priorities in the "Brighter Futures Strategic Plan" for the Paterson Public School District, with a concentration on Priority I, Goal I, Increasing Student Achievement, Goal II and Creating Healthy School Cultures.

Whereas, the 2016-17 school year, 21<sup>st</sup> Century Program at Eastside High School Campus will follow the guidelines defined under the existing grant.

Therefore Be It Resolved that the Paterson Board of Education approves the continuation of services of the 21<sup>st</sup> Century Community Learning Program at Eastside High School Campus, which does not require funding from the Paterson Public School District for the 2016-17 school year.

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

Comm. Hodges: Did we pull this?

Comm. Irving: We pulled it last month in light of the current situation at Eastside. I think that given what we know we feel comfortable moving forward because that has been clarified.

Comm. Kerr: I think the Board should have been briefed on the situation because I would vote yes not even realizing that's the same YCS.

Comm. Irving: YCS was mentioned in some of the allegations in the beginning of the investigation. 21<sup>st</sup> Century was also mentioned. I think the Superintendent having read the current report felt comfortable enough.

Comm. Kerr: We should have been briefed that that's the present status.

Comm. Irving: It's in the report that we received.

Comm. Hodges: We've not received the report yet.

Comm. Irving: You will when we leave. The other piece is the staff at the school has not been able to work or the program hasn't functioned over the summer because we didn't vote on it earlier. We can pull it and hold on to it.

Comm. Hodges: There's a timeline issue.

Comm. Kerr: We did approve it. Mrs. Jones called us.

Comm. Irving: She polled the Board.

Comm. Kerr: She polled the Board on it and we all agreed.

Comm. Cleaves: Is that why it's up here now?

Comm. Kerr: All I'm saying is that we should have been told it was going to be on the agenda. This is the action item that you'll see.

Comm. Simmons: In the email she also alluded that it would be on this agenda and that we could change our decision at this time.

Comm. Irving: I don't recall that.

Ms. Shafer: The reason she had to poll the Board was because of the funding issue. They had a timeline and we would have missed the timeline for the funding. It doesn't cost the district.

Comm. Kerr: All I'm saying is there's a certain call phrase. If I just see YCS in this it would just trigger something in my head. I see Century 21.

**On roll call all members voted in the affirmative, except Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

#### **Resolution No. 4**

The School-Based Youth Services Program, (SBYSP) at Eastside High School provide a variety of educational services not limited to: individual and family assistance abuse counseling, leadership development, life skills development, health and nutrition counseling, anti-violence training workshops, employment counseling and placement.

Whereas, Youth Consultation Services will serve as the lead agency in the School-Based Youth Services Program at Eastside High School and have a focus on implementing its program with an emphasis on fulfilling the district's priorities outlined in the "Brighter Futures Strategic Plan."

Whereas, the program at Eastside High school follows the state model for School-Based Youth Services; and

Whereas, the New Jersey Department of Human Services grant is contingent upon the district's willingness to participate in the program; NOW

Therefore Be It Resolved that the Paterson Board of Education approves the continuation of services of the 21<sup>st</sup> Century Community Learning Program at Eastside High School Campus, which does not require funding from the Paterson Public School District for the 2016-17 school year.

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

Comm. Irving: Let me just make it clear I don't think anyone on this Board at any point in time had any questions relative to the quality of service that has ever been delivered relative to the programs. In light of the cloud looming over the situation at Eastside the Board had to be prudent and at least take the measures to protect itself and the district. I want to make it clear to the staff and the community members who are here that our decision earlier in the summer was no indication or retribution relative to the service and the work that the folks at Eastside High School do. You all do a phenomenal job relative to that. Is there anything else on this?

**On roll call all members voted in the affirmative, except Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

#### **Resolution No. 5**

BE IT RESOLVED, that the list of bills and claims dated August 3, 2016, beginning with vendor number 4000070 and ending with vendor number 4000463, in the amount of \$129,141.49; and

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

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 5 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

#### **Resolution No. 6**

Whereas, in accordance with ordinary business practices, many contracts to which the school district is a party require payment within 30-60 days of submission of invoice and voucher; and

Whereas, certain times during the year, an extended period at time occurs between regularly scheduled Board of Education meetings; and

Whereas, such discrepancy between contracted payment schedules and the calendar of board meetings creates an untenable position for the district which exposes it to liability and may cause hardship for affected vendors; now therefore

Be It Resolved, that in the event there exists an extended period of time between regularly scheduled Board action meetings, the Superintendent is authorized to approve any and all invoices (not in excess of \$100,000.00 individually) for payment, in accordance with Board policy 6470 (Payment of Claims), only in the event a special board meeting cannot be scheduled, when there exists a period of time exceeding thirty

(3)) calendar days between regularly scheduled board action meetings, during the 2016-2017 school year, and after consultation with the Board President; and

Be It Further Resolved, that a separate bills list with all claims that have been approved by the Superintendent will be presented to the Board at the next regularly scheduled Board meeting for ratification and the Paterson Public School approves payment for checks issued in July/August 2016 in the grand sum of \$3,292,660.85, beginning with check number 200942 and ending with check number 200977; and that each claim or demand has been fully itemized, verified and 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. 6 be adopted.**

Comm. Irving: As you all know, when we are out of session in July and August we do have a policy in place that the Superintendent has the authority to act on the Board's behalf. At the first meeting of the Board those bills must be presented to the Board for ratification. This is Dr. Evans doing so.

**On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

#### **Resolution No. 7**

Recommendation/Resolution: Approve an agreement with Conner Strong and Buckelew Companies, Inc. for the purchase of property/casualty insurance brokerage services.

Whereas, the Paterson Public School District (the "District") recognizes the need for obtaining the most competitive and responsive proposals for goods and/or services;

Whereas, by advertised public notice appearing in The Record and The Herald News on April 1, 2015, the District solicited proposals for Risk Management Services – Property and Casualty Insurance (RFP 401-16R), but all responsive proposals were later rejected pursuant to N.J.S.A. 18A:18A-22(d);

Whereas, the District thereafter appointed Conner Strong and Buckelew Companies, Inc. to serve as its broker of record for property/casualty insurance;

Whereas, Conner Strong and Buckelew Companies, Inc. is a reputable broker of property/casualty insurance who offered to obtain for and provide to the District competitive insurance quotes and policy terms for property/casualty insurance from multiple carriers;

Whereas, the District now wishes to purchase such brokerage services from Conner Strong and Buckelew Companies, Inc. pursuant to terms and conditions which are set forth in written agreement;

Whereas, such contracts may be awarded without public advertising if the subject matter of the contract falls within one of the exceptions to advertising requirements enumerated in N.J.S.A. 18A:18A-5; and

Whereas, the purchase of insurance brokerage services is not commonly available in a competitive market and, therefore, is exempt from advertising requirements pursuant to N.J.S.A. 18A:18A-5a(10).

Now Therefore, Be It Resolved that the District approves the agreement with Conner Strong and Buckelew Companies, Inc. and authorizes all action necessary to effectuate it at a total cost not to exceed \$140,000.00 during the 2016-2017 school year.

**It was moved by Comm. Cleaves, seconded by Comm. Simmons that Resolution No. 7 be adopted.**

Comm. Hodges: Why is this back if we've already acted on it?

Dr. Evans: This was the item that I called and surveyed Board members on the phone. The majority of Board members supported it.

Comm. Hodges: Wouldn't it be more appropriate to get a vote of reconsideration?

Dr. Evans: I'm not sure what the protocol is. I would defer to the President on that one.

Comm. Hodges: It was a hardship to have this particular group? Were they the cheapest? What's the rationale?

Dr. Evans: I can tell you what they've done and the reason for doing it. Then I would ask Mr. Murray to add to my comments. As we transitioned from Express Scripts to Benecard it was important to have someone on our behalf assisting us with that transition. In this particular case, Conner Strong has been interfacing directly with members of PEA and the leadership at PEA as well as our staff to resolve a myriad of issues that would have been extremely difficult for us to have resolved independent of their involvement. We're not done yet. There's more to come. I would invite Mr. Murray to add to what I've just said.

Comm. Irving: Let me just note this is a renewal of a three-year agreement. They're in the last year of us renewing. We will have to go out to bid for this for next year. I would like for us to go out to bid for these services next year for sure.

Comm. Hodges: You've lost me. This is the...

Comm. Irving: Most of the contracts we have the option to renew. This is the final year that we can renew up to the three-year agreement that we have for the contract.

Comm. Hodges: Why were they up in the first place?

Comm. Irving: It has to be voted upon by the Board yearly. The contract is every year with the option to renew. It's the same thing with security. We're in the last year of security and in the third year of that contract.

Comm. Hodges: So this is our only year. It's a year-to-year contract. There's no change in price.

Mr. Murray: No. I was indicating that in addition to the points that Dr. Evans has made relative to working with PEA they have always been ready, willing, and able to be on

scene in Paterson. They've also been extremely helpful with respect to the payment ultimately of substantial funds that the district is owed based on the reinsurance agreement with the former carrier in writing taking positive positions when there are indications that there could be a multi-million dispute. They have been a great support. They also have been very supportive with respect to the casualty attorneys. Since the first of July we have been reviewing the attorneys that have defended the district, senior administrators, and the Board in litigation. I'm not referring to the usual tort claims with Board vehicles, strikes, and other vehicles. But other disputes including employment right issues, this firm has been very supportive of our efforts to bring more effective litigators to the fore. It appeared to me in particular that we required stronger litigators. We have been doing that and the one firm in particular has already been very successful for us. They have been supportive of Conner Strong in making the change. We've met resistance from some of the other firms that we do business with and we may have some recommendations for the Board relative to change there.

Comm. Hodges: One of the many concerns I have is insurance for athletes. We learned this summer that we were no longer going to provide insurance for athletes. Is that the recommendation of these people? What does that mean for our athletes?

Dr. Evans: This is different. If you have questions about the athletes, Ms. Ayala can answer.

Ms. Ayala: We were instructed to reduce our budget and the only thing that can be reduced out of the insurance was that item. We couldn't reduce the property insurance, casualty insurance, and general liability.

Dr. Evans: I think you should share the cost and number of students. There was a lot more to that conversation.

Ms. Ayala: I don't have the logistics. I wasn't ready to answer that, but I'd be more than happy to get the information and email it to you tomorrow.

Comm. Hodges: So we take away the insurance coverage for the students but all the adults are taken care of.

Ms. Ayala: Loss to the district, any lawsuit.

Comm. Hodges: I'd like to know what the implications of that are for our athletes. I guess all of them have childcare up to a certain point. Not all of them, because there are a lot of immigrant parents who may not have that kind of coverage and they play sports too. I don't know how well the families were made abreast of this issue. That's a concern. The expectation is if you go out and break your ankle or tear an Achilles' tendon that we're going to pay for it. Those are very expensive procedures to address, which may not be covered by your childcare. If they're playing football, baseball, or whatever it is...

Comm. Simmons: My son plays little league football and if he gets hurt while at a game and I take him to the emergency room and they ask where it happened, my insurance does not cover him. He should be covered by that program.

Dr. Evans: It's my understanding that they can be treated.

Comm. Simmons: He can be treated, but that just means I get a bill.

Comm. Hodges: That's ER treatment, which means you get an ace bandage, some pain medications, and referral to an orthopedic surgeon who then will charge you something else. Normal coverage means if you tear your ACL that's a protracted procedure and physical therapy after the surgery, which is not going to be covered by your childcare. This is a significant issue and I just want to know under insurance how we handle this.

Comm. Irving: Let's bring it up under 'Other Business' because the matter at hand is the Conner Strong piece. I want to make sure we're clear on the fact that Dr. Evans said it was medical and health. It's really property and casualty insurance. We voted on the medical piece when we did Express Scripts months ago. It's really for property and casualty insurance, not the health. You said health and that's automatically what I thought of. We voted on the health piece months ago.

Dr. Evans: It's the same group.

Comm. Irving: The same group, but two separate plans.

Comm. Hodges: It said casualty insurance.

Comm. Irving: Right. Dr. Evans said health. I just want to make sure we clarify.

Comm. Hodges: Wherever it has to go, we still need to have that conversation.

**On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, Comm. Kerr who voted no, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

### **Resolution No. 9**

PURPOSE: Resolution of the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, to renew the contract for Project Management Services, RFP-419-16 (which requested bids for 3 years beginning with the 2015-2016 school year) for the 2016-2017 school year.

Whereas, at the Board of Education meeting of August 19, 2015, resolution number C-24 was approved by the Board, awarding a contract to Antares Group, LLC for the 2015-2016 school year; and

Whereas, Human Capital Services has deemed the services from Antares Group, LLC to be "effective and efficient" as required for renewal under 18A:18A-42; and

Whereas, the vendor has agreed to extend the contract at the rate of \$125.00 per hour (not to exceed 8 hours per day) and

Whereas, an allowance was made in the bid specifications for renewal of this contract; and

Whereas, Antares Group will work with Human Capital Services to integrate the Teacher Absence Management System (Substitutes) with the Payroll/Timekeeping System; and

Whereas, the awarding of this contract is in line with the Brighter Futures Strategic Plan 2014-2019, Priority IV: Efficient and Responsive Operations, Goal 1: Improve Internal and External Communications; now

Now, Therefore, Be It Resolved, that the Paterson Public School District approves the renewal of the contract for Project Management Services, RFP-419-16 to Antares Group, LLC for the 2016-2017 school year not-to-exceed \$80,000.00 pending budget approval.

Be It Further Resolved, the vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded this bid has complied with all Affirmative Action requirements.

**It was moved by Comm. Cleaves, seconded by Comm. Redmon that Resolution No. 9 be adopted.**

Comm. Irving: Just to make sure we're clear, this is the firm held by Ms. Mindy Proper who's done some work in the district. The RFP is another potential renewal. She was making \$100,000 in the last one and it has been moved to \$80,000. Upon it coming to me first I kicked it back to the Superintendent and felt it was absolutely excessive for someone to potentially walk in here for an hour or two hours and get paid \$1,000 a day. They have now adjusted the rate to reflect the comments I had before it went to you all at a billing of \$125 an hour, not to exceed an eight hour workday. With that said, I'd like a resolution within this language that before any bills get paid relative to this contract the Board sees a timesheet for the work that is done and a report of the work that is completed in that timeframe. That is just my recommendation. The business office contends that the work that needs to be done is critical. That work is critical, but my concern is with the fact that this is a very lush contract to begin with and one that needs to be pared down. Again, whether someone comes in for four hours or eight hours, they're still getting paid \$1,000 a day, which I was not comfortable with.

Comm. Hodges: To do what? What are they doing?

Comm. Irving: Great question. I'm going to ask someone from either HR or the business office to discuss. I think that's a phenomenal question, Dr. Hodges.

Comm. Hodges: Is this the Mindy Proper person? She's a jack of all trades evidently.

Comm. Irving: Apparently so.

Ms. Adriane Esquilin: Good evening. We have asked for the Antares Group to be contracted for a project that we're working on to integrate our timekeeping for substitutes. We started a short time ago back in the spring to review the integration and to bring on board the ASOP program, which is a timekeeping substitute management system. When teachers call out, they receive a substitute. That's how the project began. As we started to integrate that process we realized that there was a team of people that were doing day-to-day timekeeping entry. With some of the ongoing work that we had done in the human capital team as of June 30 those individuals were not going to be with our team any longer. That meant we needed to bring on board some



additional folks to help roll out the ASOP, which includes Kronos. It's integrated so that your timekeeping swipes actually register as swipes so folks are getting paid in a timely manner without any human intervention. We had to do some work around that and that's where we have asked for Ms. Mindy to assist us through the Antares Group in ensuring that we're getting people paid when substitutes and teachers return to service in September. We have a very short timeframe to do that.

Comm. Irving: I want to make it very clear that my expectation, if it does make it through this Board, is that I think it should be a standard policy moving forward that all consultants swipe in and out in the district, but especially with this contract. If they exceed the eight hours a day, I want to make sure that if the Board requests that documentation be pulled that there is a record for when this consultant comes into and leaves the district, especially because of the work they're going to be doing. It's not like they're working in the schools, which might be a little more flexible. We're talking about work that's being done with you and your department. Dr. Evans, I want to make it very clear that effective the first start date for the Board to receive that first month of swiping in and out. All folks who come into the building should have an ID no matter what. Are there other questions or comments?

Comm. Kerr: What's the scope of the consultancy? Do you have that for us?

Ms. Esquilin: The scope of the work that she'll be doing? Yes, I can provide that.

Comm. Irving: Mr. Kerr, I just asked Mrs. Jones for a copy.

Comm. Kerr: I'm not going to be able to read this at the same time, but I'll look at it later. What I need to know is if she will be actively engaged in working, or will she be performing the work of a project manager?

Ms. Esquilin: She's going to be performing the work of a project manager, but that may involve her actively doing things on behalf of the team.

Comm. Kerr: We're not sure of that yet. Are we sure of that?

Ms. Esquilin: I'm sure that she will be doing the project management work, but there may be portions of the work that she has to do like a data analysis and a review of information that comes back. As we begin to integrate the teams there may be things that pop out that she would be better positioned to work with the consultant to help us do.

Comm. Kerr: Here's my problem. We have someone in data. We have Mr. Campbell here who is a very technical person and very good with data. If it's a matter of just a data piece, I think he is adequately equipped to address that piece of the operation. I believe we also have within our system someone who can direct being a project manager and making sure that the pieces come together. I believe that we have that in our system right now. If we don't have that in our system right now, our system would be a poor system. I'm just putting that out there. I'm really concerned with these consultants and their work is not measurable. We cannot quantify their work. All we can quantify is the size of the dollar that is handed out to them. That's my concern.

Dr. Evans: The reality is we don't have someone inside the district who can do it. With all due respect, while Dr. Campbell is extremely bright and proficient in his area, I think he would be the first to say that when it comes to the technology piece and making sure that the working parts – and there are multiple working parts that have to come together

– and knowing how they come together to actually generate the outcome which will be an electronic system that will do what six people have been doing, which will save us a lot of money in the long run. We simply do not have in-house the expertise to do that.

Comm. Kerr: Dr. Evans, it's a company. Remember, we still have to engage the software companies. All we need is somebody to speak to them on our behalf. I bet you she's not going to be the one who is putting the pieces together. It's the companies who build the software.

Dr. Evans: These are companies that aren't new to the district. How long have we had ASOP?

Ms. Esquilin: Sub-finder no longer exists. ASOP will be new to the district effective July 1. It is a new integration. It is a new system that we're rolling out and integrating at the same time with Edumet, which is our budget system as well as Kronos, which is our current timekeeping system.

Dr. Evans: We've had both of those systems for quite some time.

Ms. Esquilin: Yes, some amount of time.

Comm. Kerr: Will there be anyone from Kronos, Edumet, or ALIO? Will we be getting anyone from those companies in here?

Ms. Esquilin: Yes.

Comm. Kerr: We will. They are the ones who will actually be putting the pieces together.

Ms. Esquilin: They will be assisting us in putting the pieces together.

Comm. Kerr: They will be putting it together. We just need somebody with knowledge enough to know how the pieces come together. That's it. You're going to pay \$80,000 to someone just to overlook that process, not doing anything.

Comm. Simmons: Correct me if I'm wrong, but this was actually part of a larger project that included ALIO.

Dr. Evans: Absolutely.

Comm. Simmons: Comm. Irving, you can attest to this. I wasn't on board when Mindy Proper came on initially, but after sitting down and having a conversation with her and understanding that we don't have anyone on staff that can actually manage a project this size. We just don't. And to make sure it is done on time and within budget. It was Mindy Proper who suggested that ALIO is not going to do what we needed it to do, no matter what we did. She was the person who actually suggested that.

Comm. Kerr: After a lot of staff told her that.

Comm. Simmons: No. She was brought here to do a job and manage the project. She actually worked with the company and in her conversation with her company realized that it just wasn't going to do what we needed it to do. She actually explained that in our presentation upstairs. At that time we made the recommendation that we move away from ALIO and move back to Edumet, which is where we are now. ALIO at the

time could not be incorporated with the timekeeping piece, which is part of why we went back to Edumet. This is where we are and we still need someone to manage that project or this phase of the project to make sure that it's done in a timely manner. Quite frankly, because IT is what I do, \$80,000 is cheap. I don't think you're going to find it any cheaper.

Comm. Rivera: I just want to express my opinion. We have a heavy dependence on consultants for many things. For example, before that we had ALIO, for which we spent over \$1 million. It took us a few years and to hire a consultant for a few hundred thousand dollars to tell us that we could not use the system. The issue that I have is we have a lot of high paid staff. In this instance, for example, you have HR, payroll, and an IT department. I'm not at IT person, but at work when we get new software we have to make it work. We work with the software companies and we tell them what we need them to do. HR and payroll will tell them what we actually need from this company and the IT person works with these two software companies to make this work. The software company has to tell you if they're compatible or not. That's just to start. I didn't want to bring this up, but the reason I get upset on the dependency we have on consultants is because we're also hiring this company now – it might not be in front of us now – to do a transition to move the grants into the business office for over \$100,000, which doesn't make sense at all. That should be in-house. That's the responsibility of the business office to do that. It's not that difficult. Again, this is just my opinion. I'm expressing my opinion of how heavily dependent we are on using consultants. Every time someone here says, "I don't have the time to do this or I'm not going to be able to do this," let's hire a consultant. We need to hold people accountable. Some people might not like my comments, but I try 100% at my job when we need to do something. I need to see people try first.

Comm. Redmon: I do hear all the comments of the Commissioners, but we're here now. At this time both systems don't communicate. We have employees that don't get paid timely because both systems don't communicate. When it comes to substitutes, they were being requested but were not being put in our system so we were losing out. At this particular time, we have to bring this company in to get it started, but I'm not recommending that they stay here. We don't have the technology and the infrastructure to implement this particular program. We don't have it. We keep cutting and we just don't have it.

Comm. Irving: I did have a conversation with the BA relative to the amount of this contract and the potential contract that we pulled and did not vote on last month for \$100,000. I think you all have to think long and hard about what the priorities are because I can tell you I'm only voting on one. You only get one, either the \$100,000 or the \$80,000. This for me will be the first and last time that I vote on paying. I'm not paying someone \$180,000 in the course of one fiscal year for a job that we could hire someone to do and then keep them to keep that capacity long-term. I want to make it very clear that I'm saying to you if we vote on this, Dr. Evans, the next one will not go through by me. I don't know what the rest of these folks will do, but I can't in good conscience approve another contract for another \$100,000 during this fiscal year. We had that conversation yesterday. What's the priority?

Ms. Ayala: This is definitely a priority because it's a project that we started last year and the impact of it with staffing and expediting the personnel transaction form has to be fully automated. This is a project that has been in place and it's 80% done. We just need to get the other 20%. The hiring process will be a lot quicker and the transferring of staff will be a lot quicker. You can't do one without the other. If you recall, the initial kickoff was to automate the personnel transaction form. However, Ms. Proper came in

and discovered that we had a lot of waste because there was no internal control over the substitutes.

Comm. Irving: What's the expectation or timeframe for this contract? It's a three or four-month time period. Am I correct?

Ms. Ayala: Yes.

Comm. Irving: Although it says 2016-2017 school year the contract is really up until January.

Ms. Ayala: October.

Comm. Castillo: This is just until this October?

Ms. Esquilin: Yes.

Comm. Castillo: \$80,000 until October?

Comm. Irving: Again, she'll be billing hourly. There's no way humanly possible that she's going to get to that full \$80,000. I think the hourly rate and the clocking in is going to substantially curtail that.

Comm. Castillo: I just think we need to be mindful because I've been here a few months and out of every meeting we need a consultant to do something or we don't have the staffing for someone to do a particular project. I feel like we're constantly looking for people who can put these pieces together we have no one in house to do.

Comm. Irving: The flip side of that is if you look upstairs there's really nobody around. To answer your question, there are probably not enough people.

Comm. Cleaves: Also the flip side of it is we can pay one-time \$80,000 or hire someone for \$80,000 for years plus benefits. You're not getting somebody to do this for \$80,000.

Comm. Castillo: A month from now we're going to be hiring another consultant to do another project.

Comm. Cleaves: They should be teaching us as they are consulting us. That's the purpose of a consultant, to teach us so when they leave we can still carry on the function.

Comm. Hodges: That brings me to an issue which I'm going to discuss further in curriculum. You can keep paying for this consultant to do this and that consultant to do that, but you can't keep your phones online and internet online. You need someone in your technology department that will handle all of this. Dr. Evans, we can continue in the short-term thinking and the short-term planning, but long-term until you address the depth and breadth of knowledge in your technology department you are going to struggle. Quite frankly, when I come to curriculum I'm embarrassed by some of the things we offer these kids. I'm embarrassed in the technology area. In fact, I'm aggravated. I was on the phone screaming last night when I went through it. This is not the place for it, but I'm going to come to that very shortly. The bottom line is you can pay for a consultant, or you can bring the expertise in-house, which you're going to have to do eventually. We are decades behind. We are operating like we're at 1995. That's

the truth. We're still trying to teach kids Microsoft Word. You can't call here on certain days because the lines don't work or the emails can't get out. You can't call between schools. You can't communicate. It's reached the point now where you can say in the short-term we don't have the money. But long-term the cumulative effect of not having what we need in place is detrimental to this district and by the way, costly. We wasted \$1 million on that ALIO experiment. They're happy but what do we get for our money? Now we're back here again still doing this stuff. Meanwhile, the emails still don't run a regular basis. And we still think that Microsoft Word is a wonderful thing to teach our kids. I don't know what it's going to take, but this is just an example. You're paying Ms. Proper whatever it is and the wonderful Mr. Milieu, he's a nice man, doing wonderful job, and he gets another \$113,000 in top of that. If you pay the one person to do the whole thing you're saving money plus you're doing everything else you need to do in the district if you pay the right person. But we're not going to do that because it's cheaper in the short-term to do this. That's the way we operate. But we're not in 1995 anymore and neither are our kids. What they're learning is in 1995, but they're not there, and definitely not Fairlawn and Glenrock. Bergen County Tech was not in 1995 in 1995. They were ahead even then. We're just trying to get there. I'm frustrated because we shouldn't still have this conversation. There's more to come. That's all I have to say.

Comm. Rivera: Just to piggyback on what Dr. Hodges said, you pass this list of consultant reductions that you have made, but if you notice the two people he just mentioned right now you still included into this year's budget. Last year you had \$200,000 for Mindy Proper and \$113,000 for Paul Milieu. That's \$313,000 that you put in your budget in case you need it. It says here 'to be determined.' We have cuts throughout the district and a lot of people are getting laid off. Based on what Chris said previously, although I said what I said earlier, in the interest of time and facilitating what they need to do – we only have about a month left – I'm going to vote in favor of this contract because of the timing. But we have to hold people accountable. We can't just continue to say you can't do it, then we're going to hire a consultant to do it. That's what I've been listening to. The last time I asked you about Mindy Proper I asked you if she's smarter than your whole staff here or more capable. You said yes and it's a little disturbing. You have to hold people accountable.

Comm. Simmons: I think part of the issue is that we have to understand that project management is a specific skill set. We don't have that here. I'm just going to keep repeating that. When you have someone that knows what questions to ask so that they can gather information to figure out where the problems are, put together solutions, a timeline, and set milestones to get those things done, it's something that's needed. I know that there's a situation with grants and the timekeeping piece. They are actually two different projects.

Comm. Cleaves: That's three people.

Comm. Hodges: I wouldn't go there publicly. Watch yourself.

Comm. Simmons: I'm just saying that they're actually two different projects.

Comm. Irving: He's always going to say no, so that's two of us.

Comm. Simmons: In all of this my suggestion would be going forward if we're going to use Mindy as the project manager if we could identify someone who could be trained as a project manager by doing the work with Mindy. That person would also have to obtain the certifications because there are actually several certification processes for project management. We should move in that direction so that we don't have these types of

long discussions around someone managing a project. That would need to be more than one person. A consultant still may be needed because depending on the size and the scope of the project it may be too much for one person.

**On roll call all members voted in the affirmative, except Comm. Hodges who voted no, Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, Comm. Irving who abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop, Comm. Kerr who voted no, and Comm. Rivera who abstained on anything pertaining to NJCDC, if necessary. The motion carried.**

### **Resolution No. 10**

Whereas, the District has a need for proprietary software and supporting good and services to assist the District with empowering its educators to use data to identify, monitor, and accelerate the academic achievement of every student; the District has a need for professional development services for teachers and administrators to build capacity, monitor data and provided students with a differentiated approach to instruction and provide all students with high quality instruction and optimize learning opportunities, and

Whereas, pursuant to the Public School Contracts Law, N.J.S.A. 18A:18A-5(a)(19) et.seq., permits the awarding of a contract for the provision or performance of goods and services for the support or maintenance of proprietary computer hardware and software without the requirements of public bidding; and

Whereas, Renaissance Learning, Inc. will provide goods and services “that are of a specialized nature, marketed by a company with exclusive rights to sell them” through their STAR Enterprise assessment plan; and

Whereas, Renaissance Learning, Inc. will be providing assessment software, setup and licenses for the software professional development and program management services for the software, which will assist the District staff in ensuring that all students are tested with consistency and fidelity so that STAR assessment data are highly accurate and valid, initiate data team processes in all schools to review and analyze data in order to set effective goals for improvement, enable teachers to use STAR data to guide instructional planning, continually monitor the level of STAR implementation in all buildings to ensure all schools are using the assessments regularly and effectively, and build the internal capacity of Paterson staff to sustain effective practices; now

Therefore, Be It Resolved, that the District recommends the award of a contract for proprietary goods and services, at a cost of \$353,604.35 for proprietary good and services related to the STAR Enterprise assessment system, for the period of July 1, 2016 through June 30, 2017 and that the District recommends the award of a contract for proprietary goods and services for the period of September 1, 2016 through June 30, 2017 for the 54 Schools including the Program Manager and Professional Development Days to be used over the year for Consulting, Professional Development in the amount of \$353,604.53:

Renaissance Learning, Inc. 2911 Peach Street Wisconsin Rapids, WI Not to Exceed \$353,604.35
---

Be It Further Resolved, that this resolution shall take effective with the signature of the State District Superintendent.

**It was moved by Comm. Cleaves, seconded by Comm. Simmons that Resolution No. 10 be adopted. On roll call all members voted as follows:**

Comm. Cleaves: Yes.

Comm. Hodges: Since I'm not getting my compendium, I'm going to keep voting no until it occurs. This year I intend to step up my protest. (Comm. Hodges abstained on anything pertaining to himself, the YMCA, and Jumpstart)

Comm. Kerr: Yes.

Comm. Redmon: Yes.

Comm. Rivera: Yes. (Comm. Rivera abstained on anything pertaining to NJCDC)

Comm. Simmons: Yes.

Comm. Irving: Yes. (Comm. Irving abstained on anything pertaining to Workforce Investment Board and Passaic County One Stop)

**The motion carried.**

Comm. Irving: I know some of the committees have not met yet and some have. I'd like to have a brief overview of the committee reports and if folks have any pertinent questions, ask them. If we can hold off and ask questions through the chairs or the department heads directly, that would be preferred. If we do that, we can probably get out of here by 10:30 or so.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

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

Comm. Hodges: I'm not quite sure I can comply with that. Can you explain to me what you want again?

Comm. Irving: Please give your report and then I'm going to ask folks who have questions to keep their questions to the point or direct their questions through you so we can get answers for the 31<sup>st</sup>.

Comm. Hodges: Okay. The curriculum committee has met twice. On August 1, all members were in attendance. The first part of the meeting was a report on the cost benefit analysis on four programs. The Newcomers program was found to be overall cost-effective, successful, and more effective in improving students' non-cognitive behaviors. However, there are some questions about the methodology because we use surveys and things which raise some doubts and they're going to bring back some additional data. The same thing with Aspiring Leaders - data could not be secured to be truly accurate, so we're going to bring back some more data. The initial report was that it was found to be cost-effective. The STAR Renaissance is an area of growth. They looked at growth profiles and how well STAR is predictive of PARCC in its use. There

was mixed data collection. It suggested long term that that was also good, but there were some questions about methodology. Overall, they're saying it's effective, and likewise with the breakfast program. Do you anticipate we're going to have a longer time during the regular meeting?

Comm. Irving: If we don't have the reports we should be able to. Why?

Comm. Hodges: We spent four hours the first time and three hours...

Comm. Irving: Did we get the report in print yet?

Comm. Hodges: No. I couldn't write.

Comm. Irving: So would it make sense for us to get the report in print if that's the case and then discuss it in perpetuity at the 31<sup>st</sup> meeting?

Comm. Hodges: That's going to take some time. Let me just summarize.

Comm. Irving: Go over the big bucket items you think are necessary.

Comm. Hodges: There were a lot of discussions about ideas and concerns. I really want to give you a strong flavor because it's going to speak to the issue about technology. For instance, there was a course presented to us in the business program, accounting. They came and said that when you conclude Accounting 1 you will get a certificate in Quick Books. That was considered to be a good thing. I immediately asked about Peachtree. What you've done is you're targeting software as opposed to the overall accounting measures, which is far more important. Who's going to hire you as a high school student to run their financial package on Quick Books? We were looking to rise above just those certificates and bring us to a higher level, which adds more rigor. For time I'm going to quickly go to Information Technology just to give you a flavor of what the concerns are. We are offering in Information Technology computer fundamentals, online communications, and keyboarding. It has four different sections. Every unit has keyboarding being offered. If you then go to the second grade, they also have four different units during the course of the year which include keyboarding. In the second grade, third grade, fourth grade, fifth grade, and sixth grade we're offering keyboarding. Nowhere are we offering coding. The only mention in our district technology plan where coding was mentioned at all was in reference to a summer program that was being held by somebody else. It's our science department. The concern that I really have here is this district does not really appreciate what technology means and where we are. I am concerned that we don't have principals saying, "These are my kids and our kids should be learning programming." They should be down here. What we've been reduced to is the test says we cover this, that, and the other and therefore we're going to teach this, that, and the other. We're not going to educate students. We're going to teach to the test. All we're doing is putting together a curriculum that teaches to the test. That's not educating students. I'm sorry Dr. Evans is not here because this is really aimed at him. It's not aimed at the curriculum department. The people get their marching orders from the Superintendent of Schools and what his focus is. If they're focused on getting evaluated on what the test says, then they're not going to teach cursive writing or coding because it's not on the test. But when you go for a job when you go to college and your peers have had coding, then you are way out in left field. We don't offer Boolean algebra as a precursor. So what we've done is we're getting by on the bare minimum. There are a number of other examples like that. I'm trying to skim through them all, but that's the overriding concern. We talked about what was going to happen with science. We have great plans for



science, but we don't have the teaching staff for them. How do you implement all this great work that they've done in the curriculum across the board if you don't have the teaching staff for them? Where's the money going to come from? If you go ahead and train them and then RIF these people that you've trained, who then comes behind them? Unless you're able to get a stable system and give the curriculum department the tools that they need, they can't do this. Where do they get the money to teach 341 courses with six days of professional development? How do you do that for 2,500 teachers? How do you do that in six days? 341 different courses in six days you have to teach them to do that. We offer orchestra to the high school students. Where are the students going to come from who know instruments entering high school? It's a high school level course. Where are they learning instruments in elementary school? Who has the wind instruments, School 29, School 24, and School 26? That's it. We will have wind instruments in our orchestra. That's it. Where else do you teach kids music? You have a Gifted & Talented program. What's the depth of arts and music for these talented and gifted students? What are they going to be exposed to? What are we training them? How do they become well-rounded students and compete with other kids when they get to these higher levels? They're going to leave here with Paterson's name. You're a graduate of Paterson and you come here to our school and all you can do is work with Quick Books. These are the issues here. We made physics a high priority. How many teachers do you have to teach physics? You don't have enough. While they're doing an excellent job if you take a look at the curriculum that's been presented, most of it is extraordinary. We're putting together a curriculum that looks at the test and that's what they're teaching to, as opposed to being a well-rounded educational student. That's a problem for me, particularly when it comes to technology, which is one of the fastest growing employment areas in the country. Our kids are not going to be able to compete there unless they learn it someplace else. I'm going to put most of this in my report and I'll stop there. I do have some questions, but I'll wait until everybody asks theirs.

Comm. Irving: Cheryl, can you make sure the Board gets the written copy of that report?

Comm. Hodges: They always do. I'm only now being able to write and type.

Comm. Irving: You have a few weeks. It just ensures that relative to the questions folks have that we have to get through. Are there any questions on curriculum?

Comm. Cleaves: With all this technology, couldn't you just voice record it? It would type it up for you, you shoot it out, and we all could have had it by now.

Comm. Hodges: Remember, I went to school many years ago. What is the status of the transfer from the 60% passage to the 70% passage now that we have report cards in place?

Dr. Evans: It's on hold.

Comm. Hodges: Until when?

Dr. Evans: Until we can revisit it and have another discussion with the Board. Actually, there were conflicting issues that came from the Board that caused us to put it on hold. Some of you suggested we move and some of you said no and that we reconsider some aspects of it. This occurred last spring. I still have the notes upstairs from those conversations.

Comm. Hodges: Okay. When can we have that discussion? In the community they equate 60% as being a low standard and even though we're talking about rolling out a curriculum that has a lot of rigor in it, when you have a 60% passing, they think that we're fooling them and we're not being serious about increasing the level of performance here. It's extremely important and we promised them last year that we would do this and now we're not going to do it this September either. I want a firm date for that. Where there additional layoffs in June?

Dr. Evans: No.

Comm. Hodges: In I&P-5, will all the social studies electives be offered at every high school?

Ms. Susana Peron: We have to take a look at the scheduling, the staffing, and the interests of the students. That answer is something that I have to look into of how the scheduling of the high schools is going. In terms of having it available that they can offer all the electives, the answer is yes. Do they? Some may not.

Comm. Hodges: I'm particularly concerned about the staffing because that seems to be a very vulnerable area. I don't know how hard we have to continue to push or what we have to do to make it clear that there are some substantial financial issues at play here. I know everybody knows that, but it translates into real difficulties in the curriculum area. You can have all these wonderful electives, but if you have nobody to teach them you don't have them. You have them on the books and it looks nice, but it means absolutely nothing to the students. I'm going to be pushing for that information. How many people are going to be available to conduct these classes and who gets to go? How many students out of 30,000 get to actually be exposed to these electives? That means that we are serving some students but not others. How does the personal development and self-management translate to college readiness? In the spectrum of preliminary exposure from AP to college, where do the foundation level courses fall, the range of complexity? It's foundation versus application.

Ms. Peron: Some of them are prerequisite. The foundation course would be the first one and then application would probably include different tasks like more problem solving, more student-based projects.

Comm. Hodges: Is that more remedial or more enrichment?

Ms. Peron: More enrichment.

Comm. Hodges: So a foundation course or an applications course...

Ms. Peron: None of them are remedial actually, but they're enrichment. I don't see them as remedial courses. It's the core of what you need. It's the prerequisite of the skill to then deepen the skill and task. Which one are you looking at?

Comm. Hodges: It was I&P-7.

Ms. Peron: You're talking about foundations of fine arts, art lab, and writing. That's the core class that you need to have first to get deeper into the subject area.

Comm. Hodges: The foundation.

Ms. Peron: Yes, for Rosa Parks. They're not remedial.

Comm. Hodges: I just want to make sure. I've already asked the question about the orchestra which pertains to Rosa Parks.

Ms. Peron: These are all courses pertaining to Rosa Parks.

Comm. Hodges: That's right. Under college and career readiness, you have mobile computer science principles and AP mobile computer science principles. Who's going to teach these courses and to whom are they available?

Ms. Peron: Which one is that?

Comm. Hodges: That's I&P-14. This is under the heading of college and career. I opened that up actually. I went to the college and career readiness and I opened that folder up and looked at what was offered in it. Among the things that were offered were Culinary Science 1 and 2, but you also had these courses.

Ms. Peron: Business communications, career explorations, and computer applications.

Comm. Hodges: Right, mobile computer science principles and AP mobile computer science principles. Who do we have on staff to teach those?

Ms. Peron: I don't know off the top of my head. I have to take a look at that. These are courses that have been taught in the Academy of Culinary, Hospitality, and Tourism at Eastside. What we have done is taken them up a notch and we've written the curriculum for them. I have to get that answer for you, but I do believe we have the teachers for these classes. Culinary science and digital literacy are courses that we have had. We have renamed them. We have added the rigor. We have added the standards to them. The career and college readiness is the 21<sup>st</sup> Century Learning Standards.

Comm. Hodges: Computer applications, which is also in that package, in its description talks about how you're going to cover Microsoft Office in essence. You cover Word, PowerPoint, and Access. Those are covered in that particular applications course. How does this exemplify increased rigor and college readiness at a high school level when we're focused primarily on Office, which at this time is fading in its use?

Comm. Irving: Can you do that as quickly as possible? John, how many other questions do you have?

Comm. Hodges: Not that many.

Comm. Irving: We still have about four or five other reports that we need to get to.

Ms. Peron: It is the foundation. Some of those are computer applications that are now becoming outdated but are still very much in use. When you go to college and you're in graduate school you're still asked to do presentations. You deliver PowerPoints and voice threads, which is one of the new types of applications that are used to deliver your projects or your work. This is a basic course. The applications are basic, but they're still very much used in college and even in graduate school. It's the software, the program, or the avenue.

Comm. Hodges: Yes, but we should be doing more than just teaching that. I guess the issue I'm trying to highlight is simply that this is the level of where we are as opposed to where we could be, which isn't giving kids a higher level.

Ms. Peron: Absolutely. We talked about that that night. Curriculum is a living evolving process. This is the first phase that we have developed and we will continue to add, revise, and update as we see the needs of our staff, students, and the resources that we have. We talked about looking at all those different applications. Even in instructional technology that was one of the topics that we talked about. I'm not happy with that curriculum. It's not something that I can say is up to par in other districts and in similar school districts that are around us, but it's the beginning and the start. Coding is very much in the curriculum from kindergarten through eighth grade, which was not. Is it at the level where it should be and where you want it to be, Dr. Hodges? It's not, but it's the beginning.

Comm. Hodges: I don't need it. I'm an old man now.

Ms. Peron: Everyone needs it.

Comm. Hodges: The kids need it.

Ms. Peron: We're lifelong learners.

Comm. Hodges: Most of these questions are aimed at highlighting two issues, staffing, where we are with technology, and the funding. I don't know how to make it any plainer, but if you look even further this is a serious issue. I do not know how with \$45 million less than we had last year that we change this, particularly when you're telling me that this is supposed to have enhanced rigor so that you can perform well on PARCC. This does not demonstrate that and I need to know how we fix this.

Comm. Irving: Thank you.

Comm. Cleaves: Comm. Hodges, to piggyback on your last words on PARCC, note that it is going to be a requirement.

Comm. Hodges: Yes. This makes this more critical. Our kids are not going to be able to perform well because we're giving them 1995 materials to learn, at least in the area of technology. I will say again that the curriculum effort was outstanding and I don't want to denigrate what they are saying, but they are being handicapped because of lack of money and the technological expertise that we don't have in this district.

### ***Operations***

Comm. Irving: Operations met yesterday. I'm not going to hand out the report because there's nothing to report yet. With the exception of special education, no other staff showed up. I've made it very clear that my recommendation will be to not approve any of the items that are outside of special education until the operations committee gets an opportunity to sit with the respective staff members. I know I got an email relative to some of the action items or comments. I know I got something from curriculum that said there was some overlap, but the expectation is if there are action items for other departments those department heads should send a designee or someone there. There was no one from transportation, C&I, or early childhood at the meeting. I want to thank Ms. Coy for always hosting me in her office and having her wonderful son hang out. He's such a great kid. There are some really important items that are in operations

that need to be discussed in committee. I know we will schedule a conference call before I leave for vacation next week for the operations committee and the respective staff members. But the expectation is moving forward that if folks have an action item on the operations agenda that the staff present will have those items or a designee. If not, it just won't be passed and I will not allow it to make the agenda for the Board meeting either. I'm making that very clear moving forward. Any questions on any of the operations items?

Comm. Castillo: I know on the meeting for curriculum we did tell the staff members to just send a one-pager.

Comm. Irving: I got that and I got the one pager, but then I had questions about the one-pager and that's why we asked staff to be present. To have staff not present is unacceptable.

Comm. Castillo: We need to clarify that so we don't give the staff members the wrong...

Comm. Irving: You told them not to come to the meeting?

Comm. Castillo: Yes.

Comm. Hodges: We thought that if the issue was the cost and we were already examining all that in fiscal...

Comm. Irving: That's in finance. This is operations.

Comm. Hodges: Okay. It's professional development, which we're discussing in curriculum.

Comm. Irving: If it's in my action items and it's in operations, as the chair I want the staff members present.

Ms. Peron: Noted. What's been happening is that the action items that have been historically and traditionally in I&P are appearing in operations. We're covering some of the topics such as professional development and resource programs in curriculum.

Comm. Irving: I hear you.

Ms. Peron: They didn't even know that it was in operations. I didn't even know it was in operations. I have to gain clarity on where the action falls.

Comm. Irving: Right. But remember the consent agenda comes out almost a week or two even before the respective Board meetings. It's incumbent upon you all to go to Cheryl and find out where the action items have been placed.

Ms. Peron: The professors-in-residence Board actions were in operations. This is the first time they have ever been in operations. They have always been under I&P.

Comm. Irving: Because they fall under PD now I assume that's why they got moved.

Ms. Peron: All the professional development falls under operations. Noted!

Comm. Hodges: The problem is we question the PD programs to great detail. We want to know why and a good portion of our focus in terms of PD is how we capture this in-

house. We grill them on a good portion of what took place at the meeting given our future financial condition, how are you going to capture these programs in-house and what exactly is operations looking at so we don't have to duplicate. That means you're coming to your meeting and then coming to ours...

Comm. Irving: That I agree with. My point is, were those items in I&P as well?

Ms. Peron: One was. IB was there and she was discussing what we submitted, which was the curriculum Category 2 training.

Comm. Irving: I don't want to belabor this. The bottom line is if there are items in I&P, they should be discussed in I&P. If there are items in operations, they should be discussed in operations. The respective staff members submit to you and then to the Board secretary who then, based on the area they fall into, puts them in the appropriate buckets. All I'm asking is if there's an item on the operations docket it has to be presented to the operations committee. We established these committees in a rubric based on what we received in each area. When we assigned the agreement, PD is under operations, which is why it comes there. I don't understand why this is an issue.

Ms. Peron: It's not an issue. It was just for clarity to say why we weren't at the operations committee meeting. We discussed it in...

Comm. Irving: I asked again. I looked at Cheryl and she said there was no overlap.

Ms. Williams: The program would go under I&P, but the training for the program goes under operations.

Comm. Hodges: Yes, there is overlap.

Comm. Irving: Fair enough. Are there any other questions for operations?

Comm. Hodges: When it comes to those PD questions, what is it that you're looking at?

Comm. Irving: Again, it just falls under our area. I'm probably going to ask the same questions that you may indeed ask. Let's just be clear, Cheryl, if items relative to professional development fall under operations, it needs to go under operations and be vetted by the operations committee. If folks have questions, they can do so at the workshop and regular Board meetings. If they're of an instructional nature and don't have any impact relative to PD, it goes under instruction and program. I think it's very clear and linear relative to who does what.

Comm. Hodges: The problem is if you bring this wonderful program, how are you going to train the teachers? That means we can't discuss it here. We have to discuss it there in operations.

Comm. Irving: Right, but we also still get the opportunity here. We all don't serve on each other's committees, but we still get two other venues outside the committee meetings to ask those appropriate questions. So even if you don't get the opportunity to ask a PD question you can then connect it or do the linkage here or at the regular meeting. I hear your concern, but I think there are more than enough mechanisms for everyone if you're not on a respective committee to at least have a few comments relative to the action items that are there.

Comm. Hodges: Okay, but we're still going to have to ask about PD whenever they have a program. I have to do it.

Comm. Irving: That makes sense. I hear you, but it falls in the wheelhouse of operations.

### ***Fiscal Management***

Comm. Rivera: No report at this time. We didn't meet. We meet tomorrow.

Comm. Irving: Are there any questions on fiscal?

Comm. Hodges: On F-9, closing the student activity accounts, have we moved forward with trying to expand financial literacy programs k through 12? Are taking the opportunity to force the banks that we work with in response to their CRA to contribute in a significant manner? We're using TD Bank.

Comm. Irving: That's a yes or no question.

Comm. Hodges: No. Okay, I'll move on. That's fine. On F-13, this is a first time award in the amount of whatever it is. Are any other schools in the running for this program? How are they chosen?

Dr. Evans: I'm not sure.

Comm. Hodges: I'd appreciate it if you could just cover it in your meeting when you have it.

Dr. Evans: This may have been one that originated from the school.

Comm. Irving: It has to be. We'll find out tomorrow and get that report.

Comm. Hodges: F-14 is the same question. How are those schools chosen to participate in this program?

Comm. Irving: Comm. Rivera, make that note on F-13 and F-14.

Comm. Hodges: That's the same with F-21. Why are some schools choosing to take advantage of some of these programs and others not? That's why I'm asking the question.

Dr. Evans: The answer to that one is because principals take the initiative to do it. Some principals do and some don't.

Comm. Hodges: My question still stands.

Comm. Irving: What are we doing to encourage principals?

Comm. Hodges: That's exactly right.

Comm. Irving: I would assume probably the schools that are in most need of these types of services aren't reflected.

Comm. Hodges: That's right. That's why I'm asking those questions. What do we do to change that mindset? The kids still deserve the service and if you have some principals who rightly are choosing to go after these programs, what are we doing about the other ones saying why aren't you going after this? That's all.

### **Personnel**

Comm. Cleaves: Personnel met several times this summer, our last meeting being on August 8. Our discussion consisted of the action item that we approved this evening, Resolution No. 9. You guys addressed that already, so we don't have to go over that again. We also reviewed the August 2016 packet that was submitted by the Superintendent, which was 55 pages long. I passed out my report so you can read it at your leisure. In the report you have a copy of the agenda that we followed that evening and we discussed the proposed vice principal staffing changes. The schools are listed with the vice principals and the human capital item, which is what we voted on this evening. Also note that we went over the current substitute process ASOP, which is going to be the new system that we will be using. We went over the resignations. We have 62 resignations and 10 came in within the past week. We have 51 retirements and 6 came in within the past week. We have 4 terminations and 29 non-renewals. In total we have 87 teacher vacancies in the district at this point, 10 math teachers, 12 science teachers, and 32 special education teachers. You see where our greatest need falls every year, which is math, science, and special education. There are postings up. I asked about the nurses because we had a parent who would come to the Board meeting complaining about the nursing situation that we have in the district. There's a posting on the site to hire additional nurses. The district is planning a job fair to be held during the week of August 22. The principals will then have an opportunity to come fill the vacancies that they have in their schools. In the report that I submitted to you is a listing of all the vacancies by school, by title, and by assistant superintendent that would handle that particular school. This is your complete list of vacancies that we have in the district at this point. Also, there was a job fair held on July 13 at Kennedy. Approximately 150 candidates were in attendance and from that day 50 candidates were offered positions. With the rollout of the new teacher absence management system to replace Subfinder, the district is rolling out a system called ASOP, which is what you heard earlier. The catchphrase to help us remember this is "change is happening." The current substitutes that we have already on file received a letter via email to their addresses in four different languages, English, Arabic, Spanish, or Bengali, explaining to them how to register for the new system. If they're not registered in the new system they won't get the phone calls when we need substitutes to come in. The human capital and academics will host a new teacher orientation on August 29, 30, and 31 at International High School. Comm. Simmons and/or Dr. Irving will bring greetings on behalf of the Board to the new hires. Comm. Cleaves will be out of town and Comm. Simmons already agreed to do it. If you're not available, he's available. That concludes my report. It is a detailed report. You can read it at your own leisure. Also note that School 21 administrative staff is in place. The principal there is actively filling whatever vacancies she has in her school at this particular time. At this point she may only have four vacancies. School 21 was our nemesis at the beginning of the last school year, so they will be set on point for opening in September.

Comm. Hodges: My question is to the Superintendent. Do we have the funding to fill all of these vacancies?

Dr. Evans: If they're listed as vacancies they're budgeted vacancies and the answer is yes.



Comm. Hodges: How many librarians will be listed as part of these vacancies?

Dr. Evans: I need to see the report.

Comm. Cleaves: They're filled.

Comm. Hodges: Okay.

Comm. Cleaves: The PC numbers are also listed on here for your viewing, Dr. Hodges.

Comm. Hodges: I'll wait and look it over because my question is about librarians, art, and music teachers because those are significant areas. Whether or not we reduce the nurses...

Comm. Cleaves: We have not reduced any nurses. I know that there is a posting for a dual nurse to work dual schools, Silk City Academy and the Single Gender Academy. Our nurses share schools.

Comm. Hodges: Okay. Thank you. I'll just wait until I've had a chance to review this. Thank you very much, Madam Chair.

### ***Governance***

Comm. Irving: The governance committee has not met. We will meet tomorrow right before finance. Are there any questions on G-1 or G-2?

### **Subcommittee Reports**

#### ***Technology***

Comm. Hodges: In talking to the chair we would like to pull I&P-19, which is the district technology plan, until we've had a chance to review that and make some additional recommendations.

Comm. Irving: There's no need to pull it.

Comm. Hodges: It says approve.

Comm. Irving: We're not voting on it until the 31<sup>st</sup>.

Comm. Hodges: We meet after that. I had hoped that we could meet beforehand, but we're not going to be able to do that.

Comm. Irving: Pull it. Have you guys had a chance to vet it yet?

Comm. Hodges: No. We don't meet until the 1<sup>st</sup>.

Comm. Irving: Cheryl, let's pull it and put it on the agenda for the workshop meeting in September or October.

Comm. Hodges: There's no way we can meet before that?

Comm. Irving: Put it on the regular meeting agenda.

Ms. Williams: For September?

Comm. Irving: Yes. At least it gives you a month and some change to discern and discuss. It's time-sensitive.

Comm. Hodges: We meet on the 1<sup>st</sup> and you'll have it the next day. It can be voted on in workshop since we're ready to approve it now anyway, which is two days afterwards.

Comm. Irving: Are you guys okay with having the timeframe to at least make whatever adjustments are necessary?

Comm. Hodges: I'm going to try to push that.

Comm. Irving: Let's shoot for the workshop. Worst-case scenario we'll go to the regular meeting.

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

Comm. Cleaves: We met last night.

Comm. Irving: Did we decide to get rid of Mr. McDowell?

Comm. Cleaves: No, we decided to keep him. We're going to hold on to him for a little while. We did discuss a new approach to parent involvement services, how to get parents involved. We're going to further vet that out before Comm. Mimms brings it forth to you. We discussed the transition of the parent community department based on the recent reduction in staff. We have some vetting to do and some questions on how this department is supposed to fulfill its obligations and directives that are given to them with a short staff. Comm. Mimms will give you a more thorough detailed report at the regular meeting. I'm not sure if Comm. Kerr would like to add anything to that.

Comm. Kerr: One of the central issues that were discussed at this meeting is the need to have principals or the leaders of the building buy into the new parent engagement community orientation. The point was made that the building principals will not buy into the new program unless they get directives direct from the Superintendent. The idea is that we have to ask the Superintendent to be a little bit more proactive in terms of directing this new piece of approach to how we go about the family engagement piece. Mr. McDowell suggested that he would like to move some PCs from the schools and bring them over to the parent engagement center. I said I did not know how that works because if you move a PC from the school then it creates a budgetary problem. That school is no longer responsible for the cost. If you move that to the parent engagement center then they would be the body that is directly responsible for the cost involved. I didn't see how that piece would work, but Mr. McDowell explained to me that it can work because it has worked in some other areas. The idea is we have to get the parental involvement piece of the operation going and we are only going to get that going with your intervention, Superintendent Evans.

Comm. Hodges: This was something that we began to discuss in curriculum and instruction. There is research emerging that a child's vocabulary is extremely important to their brain development. Actually, the exposure of children to language is extremely important to brain development and that precedes preschool. What we're talking about is the more language that a baby is exposed to the greater the development of the child's brain. So what we have to begin to do is encourage parents to speak to their children at an early age and constantly immerse them in vocabulary because it does

enhance the development. Our children hear millions of fewer words than the people in surrounding communities. What we talked about in curriculum is that getting that message out to parents is an important part of what we're going to have to do moving forward. Looking at the data 27% of the kids were behind in the second grade level. In the third grade level, it rises up to 47%. The idea is you have to catch them even earlier and the preschool is not going to be the place to help them. That's already too late because they already have spent three years with a lack of brain development. We're going to have to reach out to parents in a very significant manner and make this information clear to them. That means enhancement of the parent resource center staff and their collaboration with the curriculum department so that information can get out to parents. That's emerging and it was fascinating. Our data and our test scores bear that out.

Comm. Irving: I think we've seen in the last two to three years what our parent engagement department can do with solo staff. Just think about what the possibilities are if we're able to truly put the energy and effort there. The challenge is we can certainly expect the world of the department to deliver, but like we do in curriculum and instruction, facilities, and security if we handcuff the respective departments from having the resources necessary to achieve those goals we're setting ourselves up for failure. I think that's a very realistic look and approach we have to take. If we're serious about truly trying to educate, engage, and inspire parents then we have to truly want to do it and we have to have the resources to do it. If we know we can't, to say you want it to happen and then not put the resources in is almost a moot point to do so.

## **OTHER BUSINESS**

Comm. Hodges: You had mentioned Ellison Street. Are we holding that over to the regular meeting?

Comm. Irving: I would like to.

Comm. Hodges: That's fine.

Comm. Irving: Did you see the report?

Comm. Hodges: I'll defer to your wisdom in that area and we'll hold it over. I just want to underscore my concerns. Dr. Evans was not here in the room. We are increasingly teaching to the test and we're writing curriculum to the test. I don't go to your meetings and I don't know what your interactions are with principals, but I am disappointed that there aren't more people complaining about what we're offering our kids in their schools. We're not giving them what they need. They're giving them what the test calls for. As a principal they're saying, "I don't want to hear anything else because it's not on the test." As opposed to saying, "My students should be well-rounded individuals and they need this, that, and the other." We're not hearing that. It could be occurring, but we're not hearing it. We're not seeing that. Otherwise, there would be greater demands for opportunities like we see only some principals going after. They're going after what they think they can handle and what their evaluation will permit them to do. That to me is problematic because as principals you should be looking at your educational community and saying, "I want the best for my child because I know that my child has to compete with other children. Not with Paterson's children, but other children." If we're not taking that approach then it's okay not to have cursive writing, financial literacy, coding, and programming. It's okay because it's not on the test. I don't have to worry about it. I don't have to pay for PD for my teachers because I have other things to do. What's on the test is all I need to focus on. That message, Dr. Evans, comes from you, as well as

the direction as to what goes on in that building. If all they hear is we want them to do well on their evaluation and not that we want the best educational students, then we're going to continue down this road, which is not where our kids are capable of or where this district should be. I just wanted to say that on the record.

Comm. Irving: Sure.

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

The meeting was adjourned at 10:25 p.m.