

MINUTES OF THE PATERSON BOARD OF EDUCATION SPECIAL MEETING

January 13, 2016 - 6:35 p.m.
Administrative Offices

Presiding: Comm. Christopher Irving, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

Comm. Cleaves read the Open Public Meetings Act:

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

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

**Special Meeting
January 13, 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.

SWEARING IN CEREMONY OF NEW BOARD MEMBERS

Dr. Evans: As most of you are aware from our previous meeting, a vacancy occurred in the Board of Education that it became necessary for the Executive County Superintendent to fill. As a result, Mr. Robert Davis, the Executive County Superintendent, has appointed to the seat Mr. Errol Kerr. That announcement was released to the press and hopefully has been distributed throughout the community. So, we welcome you, Mr. Kerr.

Present and sworn in was Mr. Errol Kerr.

ROLL CALL

Comm. Chrystal Cleaves, Vice President
Comm. Jonathan Hodges
Comm. Errol Kerr
Comm. Lilisa Mimms

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

Absent:
Comm. Oshin Castillo

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

Comm. Irving: I want to welcome everyone tonight and again I want to underscore to the Board my sincere thanks for my election as President for this term. I speak on behalf of myself and Comm. Cleaves that we look forward to working with everyone again in an effort to continue to move this Board and district further. At this point in time, I just want to take a short point of personal privilege if you don't mind. The district PTA meeting was just conducted with all the different PTA leadership councils. I extended the opportunity for them just to come before the Board to introduce the leadership teams of all the district PTA's. Does someone from Kemper's staff want to come up?

Ms. Darleen Morris: I thank you for giving us this opportunity. I just want to let you know that we've been meeting over the last couple of months developing a Districtwide PTO. We've had a great turnout and we expect great things. Tonight we had a vote for the president, vice president, secretary, and treasurer. I'd like to introduce them. One of them had to go home and the rest of them have to go and that's why I'm talking very fast. Ms. Fogle is our new Districtwide Executive Team PTO President. Mr. Coney is the Vice President of the Districtwide PTO Executive Team. Ms. Vargas is the Treasurer of the Districtwide PTO. We also have a Secretary who is Ms. Canty. They're all part of the PTOs of the school. We've been developing PTOs. They're coming along really well and we expect great things. I would like to have our President say a couple of words to you to let you know what our plans are for this Districtwide PTO.

Ms. Fogle: Hello. I'm Ms. Fogle. I am also a lunch monitor at School 10. I'm also President of the Home School Council PTO at School 10. I do thank you all for this great honor to now join the Districtwide PTO and we will do our best to our abilities to make sure that we try to involve as many parents as we possibly can.

Ms. Morris: Thank you so much and be looking forward to great things because I am.

Comm. Irving: Thank you for your hard work and we look forward as a Board to maybe sitting with your leadership as well at some point in time maybe later to introduce ourselves to you and vice-versa. You're the constituents and you're the folks who have to hold us accountable. We appreciate your service and you volunteering, not just for your schools, but also to serve on behalf of the district level too. Thank you so much. Dr. Evans, we have a few presentations and communications for tonight. The first is the audit, which I know everyone received at the doorstep. For the new Commissioners who got it, I'm sure picking it up was heavy. Let's review that and then I do want to have a very thorough conversation about the PARCC scores and the budget priorities and strategies thereafter.

PRESENTATIONS AND COMMUNICATIONS

Comprehensive Annual Financial Report – June 30, 2015

Dr. Evans: The first presentation is a summary or overview of the Comprehensive Annual Financial Report. That conversation, as well as the PARCC conversation, is an important precursor to the budget discussion that we're going to have on February 10. Not only are we required to engage you with that report and the findings, but

considering our budget and the fact that very soon we will be immersed in the development of the budget for the 2016-2017 year, and actually there is some work already under way, your conversations are going to be important to the outcome of what ultimately finds its way into the budget. So the information that Jeff is going to present is an important background piece. I would also invite Daisy Ayala first to provide context and formally introduce our presenter.

Ms. Daisy Ayala: Good evening Commissioners. Just a little note on the outcome of the audit, we did have a positive fund balance with all the challenges. We're pretty close to the projected amount that we said we were going to have at year-end when we did the budget for the current year. Again, our number of findings has declined, which is moving in the direction that we've always wanted to. With that being said, our independent auditor is Lerch, Vinci & Higgins. One of the partners is Jeff Bliss and he will be introducing the CAFR.

Mr. Jeff Bliss: Thank you, Daisy. Dr. Evans, Mr. President, and Board members, thank you for the opportunity to be here tonight to review the audit. Each member should have received the audit report, which is the clear-covered book, as well as a thin report, which is the management report. The Comprehensive Annual Financial Report has four sections in it. I'll just briefly go through it. There's an introductory section which has a letter of transmittal and basically introduces the reader to the report as well as describes the district and who the district is. There's also an organizational chart in there, a list of advisors, as well as a roster of officials. The second section, which is really the meat of the report, is the financial section where we're required to issue an opinion on your financial statements. The objective of an audit is for the auditor to issue his opinion on whether the financial statements are fairly stated and that there are no modified opinions or any non-compliance of government accounting standards, as well as generally accepted accounting principles. Our opinion on the district's financial statements is unmodified, which is a clean opinion. The financial statements are fairly stated, they are performed and prepared in accordance with generally accepted accounting principles, and there were no scope limitations in performing the audit. When we asked for information it was provided. The balances have backup. The transactions have supporting documentation. An unmodified opinion on your financial statements is an absolute must for a school district. The third section of the report is the statistical section and provides a whole wealth of information. It's usually 10 years' worth of information, not only of the school district, but the city as a whole. It will have your 10 years' worth of revenues, expenses, tax rates, assessed values of the city, collection rates, on and on. The final section is the single audit section where we have to give an opinion on your compliance with your major federal and state grant programs. Again, our opinion there was unmodified, meaning in all material respects you complied with all requirements of your major federal and state grants. One of the most important schedules in the report is Exhibit C1. It's the consolidation of all the budgets throughout the district. Each school has its own budget and the central administration has a budget. The C1 combines all those budgets and all that information and puts it into one statement. The C1 is one of the most important statements in the report and it's the place you would go if you ever want to know how much district taxes you raised, how much state aid we got, how much we spent on teacher salaries, how much we spent on health benefits. It's all found there on Exhibit C1 in the Comprehensive Annual Financial Report. It starts on page 63 and ends on page 70. At the end of page 70 is a summary of your fund balance. Just briefly I'm going to go through your fund balance. In the beginning of the year you started with a little over \$74 million on July 1. We ended the year at about \$43.6 million. Overall our surplus or fund balance decreased by roughly \$30.5 million. It started at \$74 million and ended at about \$43.5 million. Of that \$43.5 million, the district has appropriated or utilized about \$32 million for use in the

2015-2016 budget. So you've already earmarked \$32 million and applied it to fund the expenses of the current budget you're in. Of the remaining funds available, \$4.2 million is specifically reserved for capital projects or for emergency reserves. They cannot be used as the Board sees fit. They have been put aside for specific purposes - about \$3.2 million for capital expenditures, meaning that \$3.2 million cannot be used for teacher salaries or anyone's salaries, health benefits, or tuition costs. It has to be used for capital projects that are in the district's long-range facilities plan. Then there's another \$1 million in emergency reserve. It's not a lot of money. It's the maximum amount you're allowed to have for a district your size. It's truly put aside for an emergency situation that may occur during the year in the event you have some type of catastrophic event and there is no money in the budget or available anywhere else. You're allowed to go into the \$1 million emergency reserve with county approval. It's not an easy reserve to get approval for. There was about \$435,000 committed to encumbrances, which means committed to purchases that were made at the end of the year or contracts that were awarded where the purchases or the goods weren't received and the contracts were not completed yet. That \$435,000 is also committed and really is not available for future expenses. You've earmarked it for specific purchases and those purchases by this point in time have taken place. Those funds are really not available. So it leaves you with what is remaining. What's available when you go into the budget process for 2016-2017? How much do we have going into this budget process that we can utilize in the 2016-2017 budget? You have roughly \$7 million. That's the amount of money that's remaining, which is called your unassigned fund balance, the money that you've not committed to this year's budget and money that's been restricted for specific purposes or committed for purchases that have already been made. The State of New Jersey allows you to have a 2% in that amount and anything over that is excess surplus. This is the first time in recent memory, at least since we've been here, that the district did not end the year with excess surplus. It's the first time in at least five years. The importance of excess surplus is it gives you money to put towards your 2016-2017 budget. You don't have those funds. All you have right now is the \$7 million. You started with \$74 million and you reduced it by \$30.5 million, and ended with \$43.5 million. Of that \$43.5 million, you already used \$32 million in the 2015-2016 budget. \$4.2 million is restricted for specific purposes. It basically leaves you with \$7 million going forward as you start the budget process for 2016-2017. There's something new this year in the report and I just want to briefly go with it because I think as Board members you should be aware. There was a new accounting standard that went into effect. It's called GASB 68, accounting and financial reporting for pensions. It doesn't affect the numbers we went over. I just want to make that clear. One of the statements in the report is a consolidation of all the district funds, liabilities, and assets to come up with a consolidated balance sheet and statement of operations. One of the new things that had to be added there this year was the district's share of its unfunded pension liability of the state pension funds. This is a new accounting standard. The district is liable for the Public Employee Retirement System's unfunded liability, as well as any contributions to fund the PERS system. The TPAF system the state is 100% obligated to fund those liabilities and make all those contributions. There is no account for Paterson Public Schools for either the PERS system or for the TPAF system. The actuaries had to come up with a system based on the standard to develop what your unfunded liability is and what the amount of money should be contributed by you for the PERS system and by the state for the TPAF system. As far as the liability goes the PERS liability that the district would be responsible for, the unfunded liability for the PERS system at June 30, 2015 was determined to be \$130 million. It means that if all the retirees and the current employees meet the date of retirement and the life expectancy rate, and after the employees contributed all their money, you would basically be \$130 million short. They don't expect you to come up tomorrow and pay that. It's not how it works. It will get recalculated and paid over multiple years. What

the actuaries also determine is what really should be the contribution that Paterson should make for PERS versus what the state calculates it to be. The state calculates the contribution based on the statutory required calculation. It's totally different than how the Government and County Standard Board said you should do it based on actuary assumptions. The actuary said the district should contribute \$7 million for PERS. The state hands us a bill and we pay it. We contribute \$5.7 million. The actuary calculation is about \$1.3 million higher than what the state says we contribute. It's not going to change because the state contribution is statutory. Unless they change the law on how you calculate it, you're still going to contribute at the method the State of New Jersey says you can contribute. The real big liability that is really significant is the TPAF system. Remember, you're not obligated to pay for TPAF. The state is obligated to pay. When they calculated the unfunded liability of Paterson's share that the state is obligated to pay, that unfunded liability was \$1 billion dollars. It was \$994 million. What they also calculate is what should be contributed by the state to fund this liability. The state is basically contributing 20% of what the actuary said they should contribute. The actuary said you should contribute roughly \$53.5 million. The state contributed \$10 million. It's roughly 20% of what they're supposed to contribute. You're not required under the current laws to contribute anything to TPAF. The state contributes for the total pension fund for the teachers, for the total post-retirement medical benefits, as well as the social security contributions for the year. I know the number is enormous and the contribution difference is significant, but for TPAF the Board is not currently obligated to make those payments. If there are no questions...

Comm. Irving: Are you finished?

Mr. Bliss: Yes.

Comm. Irving: Folks have had a chance to look at the audit. I have three questions, but it's not for you. It's really pertaining to the audit's impact on the budget. It's really for Ms. Ayala. Are there any questions for the auditors?

Comm. Hodges: Where can I get a capsulated statement of what you just described so that I can absorb all of that? I really need some time to process those numbers.

Mr. Bliss: There are three schedules in the audit report – they're called the L schedules – that will give you two-year comparisons of some of the information. But if you want to read the footnotes, specifically the pension footnote, it will give you the numbers and the contributions that the state made versus what you made. Also, if you want on the state website there is a report of all the GASB 68 calculations. I don't know if you want that.

Comm. Hodges: My concern is, as you said, currently we're not required to do this. I'm just a little concerned if they've already gone to the point of establishing what your theoretical number is supposed to be, then that suggests that down the line they may be shifting that burden forward. That's the way things work, otherwise they wouldn't bother to break it out like that. I kind of want to get a sense of what that looks like and try to figure out what we do in terms of planning for future changes if they should just miraculously happen. That's the one thing. That's the primary one. I want to get a better sense of what that means.

Comm. Irving: Can we make sure Comm. Kerr gets a copy of the audit sent to his house? Was it sent to him?

Comm. Rivera: I know one of the findings stated that the retroactive payments were not verified for accuracy. After the calculations came out of the system it wasn't verified. Did your company do a sample check? Were there any findings and discrepancies?

Mr. Bliss: No. I was going to get to the recommendations next, but I will answer that question. We did test the retro pays. We tested every bargaining unit and people on multiple scales of those bargaining units and we did not find any errors. The calculations that we verified were correct. Our recommendation is more of a procedural thing. It's not that something was wrong. They prepared these enormous schedules and inputted the information into the system but never tested the information that came out of the system. From a procedural and control point of view we're just saying next time you should really be testing the information that comes out so you know before you hit the final button and issue the payroll checks that there are no glitches in the system. When you put it in you can't see the calculations. The information was correct that they inserted and implemented into the payroll system and the information that came out was verified and was correct.

Comm. Hodges: I noticed the sheer number of corrections or findings which you addressed in the corrective action plan. I wonder if you could just characterize this year's audit in comparison to last year's. It will be a little bit more demonstrative of what you thought about the audit.

Mr. Bliss: I think overall the audit is good. It's a good audit. There were two significant findings and they both really related to a similar issue. One was the only repeat recommendation. We have to continue our efforts in making sure that the liabilities we booked, the accounts payables we book at the end of the year, are valid liabilities. A lot of it was facilities and maintenance costs. There are these open purchase orders that are booked as liabilities that still haven't been paid when we were here, which was basically November and December. When we asked for the invoices they weren't in the business office. They were being reviewed by facilities to figure out what was owed. Six or four months after the fact is not a procedure that should take that long. By July 31 or August 15 at the latest the bills should have been reviewed by facilities, they should have come to the business office, and they should have been paid.

Comm. Rivera: I concur with you. That is a big finding because we're holding money that could go back into our coffers and into surplus and which we can use in next year's budget. The amount might not be too material, but it has the potential to be because there are no checks and balances when it comes to that. From my understanding, Dr. Evans, we do have accountants that work in facilities. So let's just make sure they are aware of these findings and they do what they need to do to make sure it doesn't happen again.

Comm. Irving: Do you want to get to the recommendations?

Mr. Bliss: I'll go through them. They're on page 18 of the smaller report. It's a summary. The first item regarded the retroactive pay calculations. Our recommendation is procedural. There were no errors. It's just that the retroactive salary amounts calculated by the payroll system be verified prior to payment and be certified by district personnel. Again, I want to repeat we found no errors. It's a procedural issue. The second recommendation regards the issue with the liabilities or open purchase orders that still have not been processed as of the date of audit. You have to do a better job there. Another finding related to transportation purchase orders. I know we went to a new system this year where we contracted out for transportation services. At the end of the year there was about \$3.2 million of amounts due that were

not reflected on the books. There was a lot of confusion with the new process. We have to nail that process down and make sure that when the contracts for transportation are awarded the purchase orders are issued and we have it on record. In purchasing there were some minor issues related to per unit and labor rate contract awards. Believe me, it was not significant. There are some differences between what is in the contracts, the per unit amounts and per hourly rates, and what was actually being charged. We noted one transportation invoice where there was a route on the invoice that was not in the contract. Then there were some issues with food service mostly to your benefit because they're charging you less but there are instances where they're charging you a little bit more than what's in the contract. These are not big dollars, but we need to review those invoices and make sure they're in compliance with what the Board agreed to in the contract. There are two recommendations in student activities. We had two schools where when we did the disbursement test they didn't have all the supporting documentation attached to the payments. Obviously, any time we make a payment in many fund, we have to have to some kind of third party confirmation or some kind of invoice. The second thing in student activities is just going through some of the schools it looks like there are some disbursements being made that don't appear to be student-related activities. In one instance there was a staff holiday party and it looked like they took contributions from the staff, put it into the student activity account, and paid for the party. They didn't use the student funds that were there, but they used the account as a petty cash fund. You can't do that. There were some other things like parent workshops and another dinner that may not be student-related activities. You have to reiterate with everyone that it's strictly for students. It's controlled by students, it's for student organizations and clubs, and it's not an account to be used for anything other than that. The last recommendation is the application for state student school aid, which is basically a student census, taken on October 15 every year of various student accounts in various different categories. What we found is that the work papers the district uses don't consolidate student accounts into one combined work paper. They take each school, plugs it into the computer, and then a number comes out. But from an audit point of view there is not that trail from the individual paper to get to the total. You can't go in there and look unless you add it up and that's what we had to do. We had to add up all your schools to whatever grade level and whatever special education category to come to the total. So what we're saying is you have to do some kind of consolidated worksheet where you add everything like we did to make sure that when that information is spit out of the computer it ties out to the totals of all the schools. There was one more recommendation which dealt with the SDA grants. A couple of years ago the SDA started giving us direct grants for certain projects that are under half a million dollars. We have some old outstanding grant receivables where we have not collected the funds from the SDA. It's about \$450,490. We have to request reimbursement. We have to take a look at those projects, get the reimbursement request down to the state, and make sure we get reimbursed on those monies that we spent.

Comm. Irving: We're not asking for it back. We're shorting ourselves.

Comm. Rivera: I've been saying this since I started. You recall. You, Errol, myself, and Corey were at the finance committee meetings. I said this for months and I'm just glad you're pointing this out here also. It's still an issue. You guys recall. I actually wanted to ask you a question regarding the previous finding about the reports. You said you checked the numbers. Was there a discrepancy in the ASSA report?

Mr. Bliss: Yes. There were discrepancies.

Comm. Rivera: Which right now is probably not affecting us, but in the future it could affect us.

Mr. Bliss: Yes. They're supposed to use the report to determine your state aid. The problem is they haven't increased anyone's state aid in 10 years. But they also use it for certain federal programs and the federal program monies do change.

Comm. Rivera: The discrepancy was in our favor or against?

Mr. Bliss: The ASSAs were overstated. You added more students than what we could come up with.

Comm. Rivera: Got it.

Comm. Irving: I just want to backtrack for a second, Dr. Evans, and just make sure I'm clear on this. Whose responsibility is it to account for this? I was under the presumption two years ago when we first had this conversation that someone was assigned to go back and to take care of this.

Dr. Evans: That's correct - between the facilities office and the business office. Remember that we had a change in the facilities director during that period. I shouldn't say any more than there was a change. I'm willing to say more in executive session because there are some other issues that impacted on those numbers in relation to the change. But as I recall there were some reimbursements. I'm not sure how far back the ones that you're mentioning go, but I know we have recouped some. These may be fairly recent versus those that Comm. Rivera brought to our attention in the past when he did raise the issue.

Comm. Irving: Were those projects listed in the audit?

Mr. Bliss: Yes. They are in the F schedules.

Comm. Irving: If that's the case, at the next facilities meeting that needs to be on the table and we need to have the BA with us to discuss our protocol for trying to recoup that money.

Ms. Ayala: Just to let you know, Neil Mapp has actually been working with the SDA. They ask for documentation and we submit documentation. We continue to go for it. We sent a statement that the money is outstanding. We continue to do what we've been doing. It's out of our control.

Comm. Irving: So you're saying that all these reports have been submitted to the state.

Ms. Ayala: They have been.

Comm. Irving: Okay. Can the Board get a copy of that, please?

Ms. Ayala: Yes.

Comm. Mimms: There are eight recommendations according to the findings in the audit. What is the remedial plan in order to resolve the findings?

Dr. Evans: It's on the agenda.

Comm. Mimms: Okay. When you made the statement that even though we were under and we were not paying to the amount that we agreed upon and sometimes it was over, that's still an issue. Whether we're paying what we've agreed to or not, that's a serious concern. We can't say they didn't bill us correctly. We have to deal with integrity in the district. Whether we've been under-billed or overbilled, we have to ensure that we're doing our due diligence. We need to definitely be more proactive in the checks and balances, which are most of the recommendations here, to make sure that we are in alignment, especially when it comes to the grants, Title I, and all the money that's required. We need to have someone checking the balance and all that information.

Comm. Irving: Anybody else?

Comm. Hodges: I just want to point out that this issue with the SDA has been a long-standing problem with them. What they did around the grants for those emergency projects...

Dr. Evans: Emergency or emerging?

Comm. Hodges: Emerging projects. They said we didn't have the information for them or we didn't submit the plan. They were just sitting on it and they came to our community and told our parents that. Then they came back later and said they made a mistake. This is an ongoing problem with them.

Comm. Irving: Unless through district staff or the Superintendent the Board knows this information... Now, I want to have a conversation with Benjie and Shavonda and say we have three different proposals submitted to be reimbursed for and we're being caught in the middle. The excuse of being caught in the middle after two or three years, you have to come back to us and tell us as a Board we're having issues and here's the problem. To hear it in the audit just to me sounds like we're saying it's just caught up in the system. It is, but there's something that this Board and even our leadership can do about it. We need to at least be able to reach out through our state legislators to the SDA. It can be a formal letter from the Board to the SDA recognizing that this is an issue and a pattern. This is money that could be going back into the coffers for facilities, in which we had a big reduction this year.

Comm. Rivera: I do have to say that Steve Morlino has worked on some of this to try to get some of this money in. Maybe you can recall, Chris, he once told us that the project was so old that it was difficult getting the documentation to submit to the state. The bottom line is when I came to the Board I started looking at the financials, I saw this, and questioned it. The bottom line is we have to review this and make a determination. Are we able to collect this?

Comm. Irving: Is it worth going out for or not?

Comm. Rivera: Exactly. Or do we need to get them off the books? That's the bottom line. You have to make that decision. It doesn't serve any purpose to just carry them for many years. It doesn't at all. Let's just address them as best as we can.

Ms. Ayala: I did have that conversation. If we can't get it this year, we'll write it off as a receivable.

Comm. Irving: So let's have an update at the next facilities meeting for where we are, and the Board and facilities can get a copy of the report or paperwork that gets filed. Then we can share that with the Board at large. At least we have an understand for

what's the next step, whether it's the Board reaching out to the SDA or asking our legislators to politely or firmly make a phone call down. This happens. The bureaucratic process is inherently indicative of just big government, but we have people and leadership in place that can help mitigate that for us. We just have to be able to ask for it. Anything else related to the audit?

Comm. Kerr: I think what's important right now is not what we will do regarding reaching out to the SDA, but how we address that issue within the confines of the audit report. What do we put in place in order to prevent that from happening? I think that's where the focus should be. We should still reach out to them, but we should look into it.

Comm. Irving: That's a fair statement. That's more than fair. I think at that the facilities committee that also needs to be a conversation. Quarterly we get a report of any SDA related projects and the recouping of those funds can be listed as one of the action items within it. That might be one of our recommendations I think we could use. Is there anybody else? Is there anything else before we conclude? Thank you so much.

Mr. Bliss: Thank you and good night.

Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment Data

Budget Goals, Priorities and Strategies

Comm. Irving: Everyone here on the Board had a chance to go through the PARCC sit-down session. Most of the staff I believe did as well.

Dr. Evans: Fortunately from what I understand everyone did go through the session that Bari Ehrlichson led along with members of our senior staff and some of our directors who used the data. What I want to do in the next few minutes is review some of what Bari reviewed with you. I can't do what Bari did. I'm not Bari, but what I want to do is establish context for the discussion you're going to have on February 10 around budget and provide you some background information and some initial analysis that we've done to illuminate where the problem areas are with clear implications for budget as we move forward into next year. In fact, you're going to see some slides in this presentation that saw in Bari's such as this very first one. Bari did present the vision for public education in the State of New Jersey as defined by the Department of Education obviously focusing on educating all students to be prepared to lead a productive fulfilling life. Again, I'm not going to repeat all of this because Bari spent a lot more time reviewing each one of these slides. I would also say as we're going through this one of the items that we're working on is a community presentation. Some of these slides that you'll see here such as those and some others that follow will be included in the presentation that we'll make in the community through several venues. I will be engaging principals on Wednesday and tomorrow the Cabinet and I will have a discussion around how much we want the principals to cover in their schools versus how much we want to cover in community forums. Some of these slides would be included in both contributed to whatever PowerPoint is used for the community forums as well as others that we would use in the school level conversations. The slide that I just want past says "Why PARCC?" Bari made the point that some of us really knew and the members of the Board knew as well. When we look at HSPA, HSPA did not measure college readiness. It wasn't intended to do that and it's been around for quite some time. Sometimes we look at that data and our students generally did pretty well, particularly in English language arts on HSPA, but that we never intended to be a measure of college readiness. Indeed, the move to PARCC and other measures of

performance were really designed to address that issue since that is the major focus now, college readiness. The next slide that Bari shared with you also talked about a system to replace HSPA and other tests that were used across the state to ultimately measure student performance. Then she spent a lot of time talking about PARCC being one of the tests nationally. There are a couple of tests nationally that were adopted. Some states adopted PARCC and others adopted the other measure. There's been a lot of activity across the nation over the past year because of outcomes and other issues that have been raised locally and those issues vary from state to state. Bari covered that quite well so I'm not going to attempt to repeat what she already shared with you and that you already know as a result of that conversation. Bari presented the levels when we're using HSPA. There were five levels as well but they were characterized slightly differently. Most aligned in some way or another with these, but those are the new levels. Then she talked about the data analysis. She again went through that particular slide with you. These are the actual scores that Bari spent a considerable amount of time discussing with each one of the groups that she met with and she talked about the difference between what these scores are telling us and what HSPA was telling us. When you look at the percent of students that are meeting expectations and above as compared to meeting expectations on the HSPA you'll see a difference. The reason is that this is measuring college readiness as opposed to HSPA that was not measuring college readiness. Similarly with mathematics, again you see different scores than we saw previously on HSPA for the very same reason. It's doing a better job of measuring college readiness as compared to HSPA, the previous examination. The next two slides are our district data that Bari shared and engaged the Board and staff in discussion around. This is where we begin to focus more specifically around what this data is telling us. There are certain things it can't tell us yet because we don't have anything to compare it with internally. We can't measure growth because this is one year of data. But there are some things it is telling us that we can understand and then use as we establish priorities for budgeting in particular, similarly with mathematics. Bari spent time with that one as well. Then she mentioned as a function of future activity associated with PARCC one of the decisions that was made was to shorten it. She talked about that as well. It has been reduced by 90 minutes. Remember that last spring when PARCC was administered there were two different offerings of it, one in late February early March and the other in April. There's only one administration of PARCC this year. In fact, those are the dates for the administration of PARCC. So we won't see two offerings. They actually shortened the periods. What is that telling us? I'm going to fast-forward through a couple of slides here that we're going to use in the parent meetings that we have that really offer information for parents. Observations and findings – this is work we've done since Bari. Some of us made some observations and characterized them as findings as well beyond the conversations that we had with Bari and those who helped prepare those scores. Here again we begin to get the drill down to identify those things that should impact on instruction in our classrooms, the preparation of our students to ultimately improve performance on PARCC. The first one is aggregate scores for Paterson elementary and high school students were generally comparable to other districts in our District Factor Group, which is District Factor Group A. That came directly from Bari. I was in the first session with her along with a couple of other Board members and I asked that question. Where were we in relation to others? I understand later in the day several of you asked the same question or Bari volunteered that information to let everyone know where we were in comparison to other districts in our District Factor Group. The second bullet is aggregate scores for middle grade students were higher on PARCC English language arts than their lower elementary and high school peers. Generally when you look at the data, the middle school students scored higher in English language arts in terms of the percent of students who met expectations of above. The third bullet is aggregate scores for high school students for PARCC mathematics was typically lower than

elementary math scores. I make a comment at some point in this particular document that we would expect, unfortunately, to see some differences in the aggregate scores for high school math and English language arts. Recall that a large number of our students leave us from eighth to ninth grade to go to Passaic Tech and generally they include many of our higher performing students from elementary and so we would expect some difference. We work very hard to try and close that gap, but the reality is, particularly when they leave us and go and they typically are our better students, it's not unusual to see that kind of a gap. The next bullet is aggregate scores for students in grade 8 were among the lowest elementary grades. Aggregate scores for eighth grade students who were enrolled in algebra I were generally higher than algebra I for high school students. That anomaly that I just mentioned with regards to the number of kids leaving us after they complete the eighth grade and go to Passaic Tech has a direct impact on that factor as well. English language arts aggregate scores for students in grade 3 were lower than all other English language arts scores for elementary grades and the percent of high school students meeting or exceeding expectations in each grade for English language arts and mathematics was lower than the aggregate scores for students in each elementary school. My staff and I will continue to look at these data and add to this list. In our first review these things jumped off the page at us. What's the significance of this? When we talk about budget priorities and instructional priorities it begins to focus our attention on where we need to begin to work to improve those scores. That's the implication of this level of analysis. We're going to continue to probe even deeper to learn what we can about what this data is telling us and apply that in terms of changes. The next page is an attempt to begin to translate that into budget priorities and goals. The Board will have a session on February 10 for that purpose. This is food for thought for the Board to consider. I know the Board will develop its own priorities and probably continue to analyze, as we did, and find areas that will need to be addressed. But again, these are some things that, at least in our minds, beg for priority consideration as it relates to budget planning.

Comm. Kerr: On the second to last bullet point on observations and findings, can you explain your take on why we get this result here?

Comm. Irving: The ELA scores?

Comm. Kerr: The ELA scores for grade 3.

Dr. Evans: I'm not the expert on pre-k and the lower grades, but I know what I've read and I know what the experts tell me. It's a function of readiness to enter school. Interestingly, one of the factors that influenced this is pre-k experiences. It has a direct impact on student performance as they enter kindergarten, first, and second grade. One of the realities in our community is that we don't serve all our students in pre-k. We serve a good amount of them, but we need to serve more. I would say that's one factor and that's just my uninformed observation because I can't tell you exactly what the scores are. I know what the test that we give pre-k tells us, but then translating that into what PARCC measures, for example, that level of analysis I can't go into. Bari is probably the better person to do that. But I say it's a function of the difference of what PARCC measures versus what the pre-k measures in place measure as youngsters are going through their experiences as three-year-olds and four-year-olds; and then similarly, the focus of curriculum, teaching and learning in kindergarten, first, and second grade.

Comm. Hodges: If you're not certain as to what causes the difficulty, then what could possibly be your plan to address it? That's the problem you're trying to get to. If you

don't have a clear reasoning behind what that issue is, then I don't see how we can get from there to where we need to be.

Dr. Evans: We are continuing to engage Bari around questions such as those that you mentioned. She's agreed to help advise us on those types of questions and what they mean and implications will emerge from that in terms of what we need to do about it. Bari will be working with us throughout the year in answering those kinds of questions. This is just me and my staff. This is not to put words in your mouth. I want to be clear about that. It's a starting point for thinking about what the Board wants to identify as budget goals and priorities. Again, these emerged from the data or other things that we're seeing that contribute to our students' performance. Number one, institute strategies or interventions to improve academic performance in all grades and in all schools. Put into place different practices and interventions to impact positively on the scores. That may take the form of professional development or extended learning opportunities that may be very different from some of what we're doing. We have to continue our efforts to engage parents and involve them in our work. Key to that for me are libraries as well. If we expect to teach kids to read and give them opportunities and books to read then we need someone in the library helping to facilitate that. That's a very high priority for me. Again, these are for me and I'm sure the Board feels the same way about some of these, maybe all of them. It's food for thought for the Board as well. The second bullet is complete the writing and implementation of new curriculum guides that are aligned with new state curriculum standards for all subjects and grades. We're getting close there. We have another year and we will have finished that process, I think early 2017. There has been very aggressive activity under way to rewrite all curriculum. In fact, some of it has come to you already and you've voted on it. But finishing that up is a major effort and make sure that it's aligned with the new higher standards that are measured by PARCC.

Comm. Hodges: It needs to be said that we will not get governance until we vote on a curriculum. That is not possible. So this is an extremely important issue in terms of the time, resources, and the personnel that you need to address this issue. This has gone on too long. Whatever they need in curriculum they have got to receive because we can't even think about governance until we vote on a curriculum and that means 2016 is out of the question.

Comm. Irving: As the soon-to-be chair of curriculum, I hope you will help lead this Board. I hope you make that a priority within the committee to make sure that it happens and gets fast-tracked. I was under the presumption that we hired consultants to take care of this. Are we still doing it in-house? The last conversation we had was that it was being done in-house and I thought we were going to hire folks to write it for us to expedite it. That was the last conversation we had.

*Comm. Simmons leaves the meeting at 7:35 p.m.

Ms. Susana Peron: Good evening Commissioners. I think the last consultants that we did hire we hired for some of our courses in CTE in the high school. That was about it. We have not really hired consultants. We work with a group of school-based supervisors, directors, and teachers in the district. We have outside reviewers for curriculum that are consultants that are working in the district currently. They do not write the curriculum for us.

Comm. Irving: I think that process makes sense. But given the timeline that we have just discussed and established it seems like... One of the budget priorities that I do want to talk about when we get together on the 10th is finally getting a list of all the

consultants that we have in the district. There has to be a priority given to what we definitely need as a district to function. To me that's a requirement that just has to get done. Again, respecting the teachers and staff who have other jobs to do, and I'm sure we're compensating them for it, but we have to find time for these folks away from their daily life and work to do this. Some have to type it. It has to be reviewed by the group. It has to be sent to you and it has to come back to us if we have changes or additions. We're talking about a process that's just self-perpetuates itself to be much longer than it probably is. I defer to you guys in curriculum, but it just makes sense to say let's field test 3 and see what a consultant will do in three academic areas and see how that works out. Then we roll it out much larger. I don't know, but I agree with you if we're going to get governance this has to be voted upon.

Ms. Peron: I'm willing to explore all of that. We have a schedule. We know exactly what courses we have. We know exactly what courses are pending. I can share that through the committee with Dr. Hodges. He has been very well aware of the work that we have been doing and the schedule and timeline. Postings are out. We work through the summer. But we will explore that as well.

Comm. Irving: I respect it. It's just demanding to have to do this. So I hear and understand it, but as the President of this Board I know that this has to be done and it's dragged on too long. I don't think it's anyone's fault, except for the process it takes to be able to create this.

Comm. Rivera: We've been working on this curriculum for a while. Is that correct?

Ms. Peron: Since I have been in academic services, yes, but prior to that we developed an instructional model.

Comm. Rivera: The reason I'm saying this is because right now we have a lot of data from PARCC which we need to incorporate in this curriculum. How are we going to handle that? Unlike other tests, this test provides much more information and we want to make sure we incorporate it in the curriculum. How are we going to do that?

Ms. Peron: Not to cut you off, but this curriculum came in last year. The implementation of the ELA and the math were new and we have been working with teachers throughout. We just added, which the principals and teachers will receive copies, the PARCC writing for the curriculum. We are infusing it in every grade level from 3-12. We just finished those packets and they will be added and going out to schools. Principals will receive that on the 20th. They will receive that update. As we learn more about the PARCC and we see the sample tests and what goes into it we are aligning and adjusting the curriculum. The newest piece is the writing piece that we're adding, all the tasks that are necessary at each grade level. The analysis of PARCC is the best that we are going to have ever. We'll have it by student. We'll have it by grade level. We'll have by schools. So we can actually look to see what differentiated curriculum and strategies that each grade level and schools need. I'm really excited about that because with NJASK we didn't have that ability. We're also adding the new standards for science. The new generation standards are coming through. The middle grades are the first ones to be implemented. We're actually taking a look at that. We're a little ahead of the game on that one. That will be ready. Then the lower grades are next. We have an entire schedule and now we just received notice from the DOE that there is a recommendation to modify and adjust the Common Core for New Jersey. They will be coming out with the New Jersey learning standards. We just received the recommendations of the changes for each of the standards. We have to take a look at that to realign the curriculum once again to go from five units or four units, which is an

entire shift. We're kind of ready and we knew that was going to happen, so the work has to be done. It's ongoing.

Comm. Hodges: I don't want to preempt your comments, Dr. Evans, but on the very next page under 'potential strategies' is a reduction in district level staff. I'm very concerned, particularly in the area of curriculum, that we somehow adjust this and/or push back against this loss of funding. Quite frankly, you can't have a reduction in staff and say that you're going to be committed to restructuring the curriculum in an appropriate fashion. You can't do both. That's why I'm putting this on the table early so that we can look at that. We're going to need more people to address this issue in an expeditious fashion. Not because we want governance, but because we want to educate kids, which is far more important. It's long overdue, especially when you see those test scores. I know it says here that we're on par with our DFG. But quite frankly, our DFG is not in Glenrock, Fairlawn, or Hawthorne. They're all around us and our kids compete with all those kids, not just our DFG. So we have to be competitive with these people and we're absolutely drifting behind. We're like two-thirds in terms of performance that other people have and I'm not satisfied with that. That's my point. We have got to somehow tailor this reduction in district level staff given our \$7 million surplus, if you want to call it that.

Dr. Evans: Jazmin is our PARCC tsar. Did you have a comment?

Ms. Jazmin Parra: I'm here just in case.

Dr. Evans: The next bullet is to expand computer science offerings, including programming, software development, artificial intelligence, hardware repair, and more. There's no limit when it comes to technology and that's something that has been too long in coming. Dr. Hodges has led the charge for that one as far back as I can recall, and he's absolutely right.

Comm. Hodges: Without success.

Dr. Evans: We're going to move forward on that. Implement strategies to improve academic readiness for pre-k and early elementary students to enter grade 3 in both ELA and math. This actually ties back to a previous question regarding why the third grade is performing lower than the other elementary grades in ELA. That's why that's there, to address that. Provide additional fiscal support for full-service community schools. That's one of our high profile and very effective interventions for not only treating the child but treating the family. Our families have needs and that's one venue through which we've been very successful in addressing them. To have to make adjustments in the way that we have has really been painful so we have to do something about that. Continue to update and upgrade technology and infrastructure to support teaching and learning as well as management and leadership. That to an extent is under way. That's what Mindy Proper and Paul Milliu and a number of other folks are helping us do and we're moving ahead in that particular area. Preventative maintenance for district facilities - we had some heat challenges the other day with some of our schools. Some of our schools had several classrooms that were without heat. Ms. Shafer and I met with members of our facilities group and others from this building and other buildings. One of the recurring themes in that meeting was deferred maintenance. That's one of the reasons we're having problems with heat in some of our schools. That's been something our district has suffered from for probably decades now and so we have to get ahead of that curve. The last bullet is funding to support the two newly constructed schools and to support the transition and relocation of Don Bosco. You're going to hear about those in a few minutes. Actually, I think that's the

next item on the agenda to let you know where we are and engage you as it relates to what those plans are. This represents our thinking so far. It provides food for thought for the Board to consider. I know you all may have some other priorities and that's the function of the February 10 workshop. But we wanted to let you know what we had observed and what we were thinking thus far. Lastly, as Dr. Hodges mentioned a moment ago, there are some potential strategies and this is a beginning list. It's not an all-inclusive list. It's not a definitive list. I know the Board is going to be making some recommendations there as well in addition to efforts to secure additional funds. Still, what do we need to do in the meantime to prepare ourselves? Again, this is just a result of some internal brainstorming and thinking about it. Continue to build the fund balance. You heard Jeff Bliss mention the fact that the fund balance is reduced significantly. Typically between the time that we stop purchases or additional acquisitions, which is usually in February or March, we accumulate some funds between then and the end of the year. So we're once again going to be heavily dependent on those funds to add to what we already have. That's why we have to build fund balance. Reduce district level staff. I take to heart the comments that were made with regards to curriculum. Either Comm. Kerr or Comm. Hodges mentioned the impact of not having appropriate staff to write curriculum and that's a real concern. Reduce district level operational budgets. Each division has operational budgets to be able to do the things that they need to do from professional development to whatever it is that needs to be done that they're responsible for. Eliminate all the non-essential consultants. That's something that the finance committee has been keeping on our radar and focusing us on. Consolidate and repurpose some of our facilities where feasible. We have two new schools that are coming on and within a couple of years we expect a third new school, a new Don Bosco. Actually, a total of four new acquisitions will occur within the next two to three years. The two new schools that we're building, a new Don Bosco, and then Paterson Catholic will be ours as well. What implications does that have for current facilities? We have some facilities that are in bad shape. Maybe it's time to think about retiring one or more of those facilities as the new facilities come on board. That's a discussion that is going to begin in just a few minutes when Dr. Crescione and Ms. Santa talk about the moves that are coming up. Reduce leases for facilities. We still lease an inordinate number of facilities and I'm hoping with these new acquisitions we can get out of some of these leases as well along with the move to lease purchase. That's as far as we had gotten in brainstorming so far. You don't see on that list us cutting school level staff purposefully. I will make every attempt to avoid cutting any more teachers or anyone else who is in a school providing direct services to our students. I have no idea what's coming in terms of the budget, but we're going to be preparing a flat-funded budget, a budget that will take into account additional money coming in, and one that will take into account reductions. We want to prepare for every eventuality and this is a start.

Comm. Mimms: Dr. Evans, thank you. I want to thank you because I know this was something that I asked to have done. I want it to be recorded because in our training Bari gave credit to Dr. Hodges, but it was at my request that this analysis be done. I just want to make sure it's duly noted that this data is being provided and trained to us based on my recommendation.

Comm. Cleaves: They said it came out of the first session and the first session was Comm. Mimms and Comm. Cleaves.

Comm. Irving: She was so quiet the first year. Point duly noted, Comm. Mimms.

Comm. Hodges: Dr. Evans, quite seriously, I think the Board needs to take a look at a wish budget. What would the budget look like if we had everything that we needed

within reason in order to get us where we needed to be? There's a reason for that which we won't put on record. We need to make decisions about how we approach the discussions about future monies. Unless we have an idea of a k-3 area that you need to address and what kinds of resources you could put to do something about that. The high school graduations rates, while they are in fact going up, the true picture is if you disaggregate how they're going up in terms of who's graduating versus the HSPA, the AHA or the other one, it's not such a rosy picture. We need to find out how we make more of those students proficient so that they can graduate via the more rigorous standard. What kinds of resources would you need? What kinds of programs would you have to put in place? That's what the Board needs to look at because when it comes to making choices and decisions about what's a priority it needs to be able to say this is more important than that. If you had these things we could do certain things that we can't do now. That dollar figure is extremely important in terms of giving us exactly what we need.

Comm. Rivera: Several members raised the topic of consultants and last time we did put a request. I don't know if we didn't ask for what we needed specifically. I think we have some third party contracts for consultants and we were only provided with what we asked for. As a district, you know where we were heading. We needed all contracts and services that are being provided, not by our employees, but by any outside vendors. That list they gave was a very small list and I said, "What is this?" You know what I'm talking about, Dr. Evans.

Dr. Evans: I know exactly. We really do not employ that many true consultants, people we hire to come in to help build capacity and do training. The larger number is like the company that we contract for custodial services or security guards. That's really where the larger numbers are.

Comm. Rivera: Just so you know, this year I will ask the President if he could allow me to make that determination depending on how you're going to align the committees. I feel that finance should be one of the last committees. Any contracts being awarded should come through finance also so we can review them and go over them. On page 8 of this document it says that the district has a resolution acknowledging that we exceed by 130% the statewide average for legal costs. This is not the only thing that we're going to be looking at. But given that it's in this document provided to us by the auditors we need to start looking at this in detail and we need to know exactly what services are being provided by all these law firms.

Dr. Evans: We need to be specific because normally you say consultants. They are actually functioning like employees.

Comm. Rivera: Professional providers.

Dr. Evans: To respond to part of what you said in terms of a venue through which items can be brought whether it's a contract for consultant or anybody else, in a recent meeting I had with the President a venue was discussed to be able to provide you that.

Comm. Irving: Individuals receiving 1099 forms from this district are the folks I want to see. Your point is very valid, Dr. Evans. Different people fall in different buckets, but I think it's up to the Board to be able to look at that entire list and be able to identify very quickly if it's law firms where they go and if it's professional services for facilities where that goes. But there are also other fees and consultant lines that are being expended that the Board has very little conversation with or that we should have conversations with other districts saying if this is getting the best bang for our buck and return on our

investment. My request would be if they get a 1099 we should just see it. I don't care how disaggregated, but that's probably the best way to go about trying to put that list together.

Comm. Rivera: Or any other contracts awarding funds to any company. We just need to see it. It needs to go to finance.

Dr. Evans: Sure.

Comm. Kerr: Dr. Evans, going through your list here I respect the recommendations that are listed. But I don't see a tremendous amount of savings here. I don't know how we just build a fund balance. Unless you put something in your budget and you determine that you're not going to spend the money. I didn't see anything here regarding a moratorium on charter schools. That I believe is very important because there's a big dollar value there. I believe we are going through this situation right now and we have to ask for everything that we can possibly get in order to see us over this rough period. I'm not saying you stop it. I just ask for a moratorium until we are able to see our way. We're just not going to see our way through reducing district level staff and there's not a dollar amount set there. We don't know. I also think we need to explain to the state the difficulty that we're experiencing balancing this budget and delivering quality education to our kids. We have to let them understand it is difficult. We cannot act as if we are able to reduce district level staff and it will be okay. We need to let them know that there's a ramification if we cut deeper into that piece of our operation. We just have to give them the full picture. I would like to see some more stuff placed here. I'm not going to tell you what to put there, but I would like to see something that generates some more resources for us.

Dr. Evans: There are certain things I don't talk about publicly, but we do make clear what our fiscal challenges are – crystal clear. I won't say any more than that, but we do and we will continue to. Secondly, we get information and it comes to Ms. Jones regarding applications that the charters have submitted to the state. Recall the applications don't come to us. They go to the state, the state reviews them, and they do us the courtesy of letting us know that a particular entity has applied. I think they actually send us the application. Don't they, Ms. Jones? We can comment in it, we can object to it, but in the end the decision is the Department of Education's. So us putting a moratorium on it, we don't have that authority. We can comment in the negative on it.

Comm. Kerr: All I'm saying is that we make an argument for it. I'm not saying we can arbitrarily make it. We can't. But we can make the argument to them that it is hurting us tremendously and therefore they need to look at that possibility of putting a moratorium on charters until we are able to get over this rough spot. That's the argument I'm making.

Comm. Hodges: It's particularly important given this new hold harmless statute. I don't know whether everybody knows what that entails, but I'll just very briefly put it on the record. Every time the charter schools expand that takes money out of our budget. People may think the students leave the district and therefore we don't have to worry about the child. That's not the case at all. 40% to 60% of the cost of the student remains in the district even though they've left. You can't turn off the lights. You can't remove the teacher. You can't turn down the heat. That's the first thing. Secondly, the hold harmless provision says that if they lose population that the district will make up for their loss of dollars. Let's say that they send 10 students back to the district or to a private school, we have to pay them for the loss of those students.

Dr. Evans: I don't know if it's indexed annually. Ms. Ayala, are you aware to the answer to Dr. Hodges' question?

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

Comm. Hodges: Whether it's a yearly or fixed number we still have to pay. That impacts our budget and we can't predict how it's going to impact our budget, which is the dangerous part of that. One last thing, if you are a charter school CEO and you realize that if you lose a quarter of your students you're going to get paid for them then it makes sense to look at the lowest performing students in your charter school and encourage them to go elsewhere. That means that your academic profile will be enhanced at the expense of the vast majority of students in this school district. That's the problem with the hold harmless clause and the impact to us will be substantial. That's why what he said is extremely important, to get that pushed back. Newark originally said that they had a \$50 million shortfall and in truth it is \$75 million. That was hidden from the people. They were cutting and closing things down in order to close that budget. What we do not want to have happen is the loss of key personnel here because these test scores suggest that we can't afford the loss of key personnel. That's the point.

Comm. Rivera: I'm encouraged to see that you said we're working as a district to build a fund balance. When are these actions going to take place to increase the fund balance?

Dr. Evans: We've already begun to work on increasing the fund balance. I will be discussing with Cabinet these strategies and asking for some suggestions for others as well and then deciding on a date. I forget what we call the date, but it's a date by which spending stops. Usually it's in February that we do it, but we may do it sooner. That helps to accumulate. It may not accumulate as much as we have in the past, but it helps to accumulate fund balance.

Comm. Rivera: That's the reason I asked the question, because the longer we wait, the harder it's going to become. That's why I'm asking the question, but I see what you're trying to do here. Let's concentrate on the things that are doable so we can address the issues that we can address. Thank you.

Facilities Relocations

Don Bosco to Paterson Catholic

Dr. Evans: As the Board knows, we will be opening two new schools this fall and work has already begun. Actually, the work has progressed significantly on what we need to do to be ready for that opening from identifying the students to making sure that the facilities are ready. The facilities department is working with us to help with that, but then between the assistant superintendents and Linda Crescione, who I've asked to lead the actual planning, a lot of work has gone into it. We're down now to finalize our initial decisions around the student population. So I've asked Linda to come forward to brief you on the plans for those two new schools. I've asked Ms. Santa to do the same with regards to Don Bosco. I'm not sure which one wants to go first. I see both of them coming forward. Let's do Don Bosco first. Recall that Don Bosco will be relocated to the Paterson Catholic facility. That was one of the conditions that the SDA imposed when they purchased the Paterson Catholic facility. We had to use it for swing space

as they tear down the old structure at the Don Bosco site and build a new school. Then we will relocate those students from Paterson Catholic back over to Don Bosco.

Ms. Maria Santa: Good evening to all. The folder that you have includes the PowerPoint that I will go through and make reference to. It also includes a draft of the plan that we have put together to move Don Bosco to relocate the school to Paterson Catholic. The purpose of me coming before you today is to inform you of some of the things that we have put in place and that we are discussing. But everything is in a draft form because, of course, we haven't had an opportunity to hear your feedback, questions, and concerns. However, the plan itself as a draft was presented to the facilities committee of the Board on November 18. They have seen the draft of the plan. It will continue to be a draft as we go through because everything is changing. As we complete the items we're making sure to note it accordingly. The PowerPoint begins with offering you a background on what Don Bosco is. We all know that Don Bosco is a middle school 6-8. We also know that the current enrollment is 603 students. We know that we have 70 staff members. The administrative team is composed of a principal, Ms. Wendy Munoz, who is here with is tonight and two vice-principals. For the breakdown of classrooms, we have two homerooms of sixth grade, ten sections of seventh grade, fifteen sections of eighth grade, two self-contained special education LLD classes, one in seventh and one in eighth, one bilingual Spanish self-contained class with a combination of seventh and eighth, and two bilingual Bengali self-contained classes, one in grade 7 and 8. I wanted you to have the background of the school so you have a big picture of what Don Bosco is and how it impacts the relocation. Part of the snapshot includes a breakdown also because, as you know, Don Bosco merges students from School 5 and School 27. From School 5, based on the enrollment that we have right now, School 5 is sending to Don Bosco 215 eighth grade students, 200 grade 7 students, and approximately 88 grade 6 students. We always use approximations because we have a transient population. We have incoming students throughout the year so the numbers will fluctuate up or down depending on the mobility. From School 27, they receive the entire eighth grade. School 27 is currently a k-7 building and the entire eighth grade class, 100 students approximately, are housed at Don Bosco. The yearly average student attendance is 95.1%. The staff attendance is 95%. The average class size is 23 students. I wanted you to see the demographics, the breakdown of the makeup of the students in the school. 56% of the student body is Hispanic, 26% is Asian, predominantly from Bangladeshi backgrounds, 16% is African American, and 2% is Caucasian. We have more boys than girls at Don Bosco, 305 males and 298 females. The next portion of my PowerPoint is on the preparation for the move. That is a summary of the actual plan that you have which is very detailed and it's chronologically set so that we can follow everything that's going to happen from November 13 when we began the planning to September when we open the school. This you can read on your own and I certainly would like your feedback on it, but the PowerPoint is a summary of the main sections of the plan. We have this multiple step plan in place to ensure that the process is consistent. We have learned quite a lot from our relocation of HARP and we're trying to incorporate our lessons from that into this plan so that we have a smooth transition as best as we can. Nothing will ever be perfect. I'm sure that we will find challenges and obstacles that we will have to work through, but I believe that if we have a plan and we adhere to it, it will make it a little easier. The plan includes communication, the assessment of the facilities, the preparation itself for the move, and a funding and budget portion. What have we done in terms of communicating the plan? The first step was presented to the facilities committee, which as I said before, happened on November 18. After that, we have an entire portion of the plan on how we're communicating this to the parents. We have two meetings that are going to be held at Don Bosco with parents. The first one is on January 19, next week. We wanted this meeting and this body to be informed prior to

coming to the parents. Of course, they will now hear tomorrow as this is reported perhaps that this is a definite move for their children. The first meeting is next week and then on March 8 we will have a second meeting. Ms. Munoz has that already planned and organized and all the processes are in place for those meetings. We are going to also send three reminders, written notices home with every one of the report cards that are going to go home beginning on February 8. Each report card for every child will have attached a reminder notice or an informative notice to the parents reminding them that this move is happening and giving them updates also as we go along in terms of the planning and the move. We're also going to send phone messages to the parents. The first one will be going out to all parents from Don Bosco on April 29 and June 15. There will also be a meeting held with the parents of the incoming eighth graders and that meeting will be at School 27. That's the current seventh grade class at School 27 who will be attending Don Bosco next year. We're meeting with those parents. Ms. Munoz and I will go over to join the administrative team at School 27 to inform them on May 24 of what the plan entails, why we are relocating, and to answer all their questions and concerns. We're doing the same at School 5 on May 25. At School 5 they send the majority of their middle school to Don Bosco so we're anticipating a big turnout of parents. It's for the sixth and seventh grade students as well. How has staff been communicated this information? Ms. Munoz held her faculty meeting on December 7 and she used a portion of that meeting to communicate to the staff what is coming, how we're planning, and that we are indeed relocating the school. The staff will also receive written instructions on when and how to pack for the move. I think it's important that that be memorialized in a document that they can follow as they prepare to pack. That will be done by March 30. The staff will be offered 10 hours of compensation so that they can pack at Don Bosco and unpack at Paterson Catholic. So they will have five hours at Don Bosco to pack and five hours at Paterson Catholic once they're there to unpack. The staff will also receive their grade level and classroom assignment by the end of the school year prior to the move. The teachers will go home in the summer knowing that at Paterson Catholic teacher 'x' will be in room 301 on the second floor teaching language arts. How have we informed the students? The students were informed and their feedback and input was gathered. Ms. Munoz held a student assembly on December 22. They know they're moving. They're excited about the move. They have their own plans of some of the things that they could do at the field that they now will have access to at Paterson Catholic. That part has happened. All students will be given the last two weeks of school to pack and clear their lockers and desks so they can do it gradually throughout those days, which is part of the usual routine of closing the school anyways. The next portion talks about the assessment of the facilities. We're going to conduct walk-throughs of Don Bosco and Paterson Catholic. At Don Bosco the walk-throughs will begin soon and you'll see the timelines that are all on the plan are going to be to determine which equipment, furniture, or items will need to be transported, what are the things we need to plan for in terms of moving the actual items. Any furniture that we decide that is not needed or can't be transported for whatever reason will be stored until a determination is made. Walk-throughs of Don Bosco will also be happening to assess the teacher preparation as packing to move is being done and after it is completed. So as teachers are packing we want to walk through to make sure that they're packing the way we're expecting them to pack, that things are labeled, that it's in an organized process. That we will do along with the administrative team of the school. When we refer to 'we' it will be myself, Mr. Morlino, Mr. Mapp, and Mr. Buchholtz from food services because he needs to assess what he has at Don Bosco, what he will have at Paterson Catholic, and if he needs to make adjustments for food services. It will include security as well to make sure that we assess both buildings in those areas. At Paterson Catholic the walk-throughs are for different purpose. The first walk-through occurred already on January 6. That one was led by our technology department, Neil Mapp, and a representative from SDA. That

was a good one because the SDA will now cover the cost of the infrastructure at Paterson Catholic to upgrade the technology so that it can be functioning to the level we're expecting it to be at Paterson Catholic once we relocate. We will also look at Paterson Catholic to assess the needs that we may have in terms of furniture, room assignments, designation of instructional spaces, and of course, Ms. Munoz will be included in all of these walk-throughs because she will have to determine which teachers will go into which rooms based on need, space, and availability. Another walk-through will occur prior to the movers arriving to ensure that Paterson Catholic is ready. Another walk-through is from technology to ensure that internet, phones, and wireless services are in place and working. The final walk-through is to ensure that the materials have arrived, are set, and that the building is ready to receive the students. Preparing for the move, we have several steps for that. I already explained that the staff will receive written instructions on how and when to pack. Boxes and packing materials will be ordered and delivered to the school by March 30. It's my tentative date. Hopefully we get it in by March 30. We're making every effort to have it on time. The staff will be compensated for the 10 hours, five at Don Bosco and five at Paterson Catholic. The bus routes for transportation of students will be established by April 15. The students will be given the last two weeks to pack. The movers will have to clear Don Bosco by July 30. I actually have been told today by Mr. Mapp that it will have to be before then. Once he gives me the definite date we will update the plan and we'll let you know. By then Don Bosco has to be clear before July 30. The technology department will prepare the building for student arrival, meaning Paterson Catholic. The custodial staff at Paterson Catholic will assist with the building readiness in July and August. The administrators will prepare in July and August to receive the students in September. This page I know is a very important page. It is the page where we give you a snapshot or the actual budget items and the cost of some of the processes that we have to put in place to make this move a smooth one. Boxes and materials needed for packing at Don Bosco we have an estimate cost of \$2,000 for that. That is coming from my unit's budget. It's budgeted for and it is there. That is from my 2025-2016 budget. The teacher compensation to pack and unpack has been split between the two budgets. This year the packing will happen prior to July 1. That compensation comes from this year's budget for teacher stipend. \$11,900 will come from my 2015-2016 budget. Half of that, the \$11,900 to unpack, will come from my budget for 2016-2017 because that will happen after July 1. That goes into the next budget year. For the transportation of the students we now know that we're going to need 13 54-passenger buses and one 24-passenger bus. A total of 14 buses will be needed to transport an estimated 615 students. You can see the breakdown. It's \$200 a day per bus at 180 days per number of students. It comes up to \$498,600. It is a steep amount, but Mr. Mapp and I were talking about this today and he indicated to us that in the past when the relocation of a school comes as a result of SDA saying they have to relocate us because they have to build or rebuild, they have contributed to those costs of transportation and moving.

Comm. Irving: Do we have that in writing?

Ms. Santa: Not yet. I'm asking for it in writing.

Comm. Irving: Thank you for bringing it up, but until that's a reality, that's something that needs to be reflected in the budget.

Ms. Santa: I agree, but since it was mentioned we wanted to explore that option. But I understand it has to be in writing and we have requested it in writing. That's the cost for transportation and then for the technology part to this, we have a verbal commitment as well that we're expecting in writing from SDA to cover the technology upgrade of

Paterson Catholic for the move. That is it. At this time, I certainly can entertain your feedback, questions, or comments, if there are any.

Dr. Evans: I would also remind the Board that there's a very detailed action plan that includes all of the items and more.

Comm. Irving: That was shared in the facilities committee as well.

Comm. Cleaves: If any students from Don Bosco have to attend summer school, where would they attend?

Ms. Santa: That is a plan that we have to begin to consider right now. Our eighth graders usually have been attending at International for the summer bridge program. We would have to worry about our sixth and seventh graders. A possibility in my mind, something that I have in a draft form, is considering School 5 and School 27 which are their sending schools as the sites for the summer school. That is my first recourse right now and I think that would be easier for the parents because that is their neighborhood school. It's a matter of planning so that they are included when we do the plan for the programs at both sites.

Comm. Mimms: Will there be opportunities in the future for other students to go to Don Bosco?

Ms. Santa: That is something that we can discuss. Right now it is the school that merges School 5 and School 27. That is something that can be looked into eventually.

Comm. Irving: To that point, Paterson Catholic can hold up to 900 students. Are there other schools in the same sending districts in which we find it to be just as overcrowded? We have the space, so let's use it. If it doesn't exist I don't want to open something that we don't need. But if we identify there are schools within that second ward community that are still overcrowded, we might be at capacity at the school, but at capacity does not necessarily make them the most optimum learning environment. Is there a contingency plan to open more classrooms if need be?

Dr. Evans: Yes. I'd want to hold the discussion because we need to internally look at our options. I don't want to mention the populations of the schools yet, but we will be coming back to you with another option to fill the seats that will be available at Paterson Catholic with Don Bosco. It may come to you in two forms. It may be to expand the Don Bosco population or it may be a temporary or short-term respite. But again, we haven't talked about it enough and thoroughly vetted among ourselves the options to the point that I'm comfortable sharing it with you and getting a recommendation. But we will be coming back to you with it.

Comm. Irving: Anything else on Don Bosco before we switch to the other two schools?

Comm. Redmon: What is the timeframe for the students to be at Paterson Catholic before they'd be going back to the new facility?

Dr. Evans: Two to three years I'm told.

Ms. Santa: That's an estimate that we've been given, two to three years.

School No. 16 Opening
Dr. Hani Awadallah School Opening

Dr. Linda Crescione: Good evening Commissioners. In the folder that you have you will notice that there are four documents, two on the left side indicate a copy of the five-year facility plan which you probably are already familiar with and behind is the anticipated staffing plan for both of the new schools. On right-hand side is the PowerPoint presentation and behind that you will see, as Ms. Santa had, a detailed action plan which indicates the specific timeline for all of the strategies and actions that will be taking place. If you see anything highlighted in yellow, it indicates the items that have already been completed. Looking at the action plan, you will notice that everything is written in draft and all of that was done with the intent of having the input and the questions and comments from the Board so that we can include your thoughts in the action plan. To begin with, just to give you a little background information again on the first school, it's located on the intersection of Hazel and Marshall Street. That property was the original funeral home that was there and was destroyed many years ago. I'm happy to see that that beautiful construction is now there. It's a two-story building with 111,000 square feet. It will house approximately 650 students in grades k-8. It will be state-of-the art regarding technology. Everything will be wirelessly connected and there will be a one-to-one student ratio. Each student will either be receiving a tablet or a laptop computer, which will happen in both schools. Similarly for the new School 16, they are very similar in terms of grade level. However, the new School 16 will house four pre-k classes, which doesn't exist at the new Hani Awadallah. The enrollment is a little bit higher, 700 students. It is a three-story building with 109,000 square feet. They are comparable in space. The next page you have indicates information which is taken from the five-year facility plan. Again, these two new schools are being created to eliminate overcrowding. That was the main reason why the SDA has provided the funds for the building. Dr. Hani Awadallah will help eliminate the overcrowding at School 9, School 25, and School 8. It will have a dual language focus since it's a multicultural community. The new School 16 will eliminate overcrowding at School 24, School 20, Martin Luther King, and School 13. The anticipation is that School 16 will be a Full Service Community School. Following that you will have an overview of the action plan. You can look at the action plan as I speak if that assists you. However, the first step was to share the plan and that has been completed with the Cabinet and is now being shared with the Board. Staffing is one of the key areas and it was the goal of the Superintendent to have the principals on board as soon as possible. The posting for the principals has already been completed. For Hani Awadallah there are approximately 35 applicants who have applied. We're in the process of screening those applicants to find the best people possible for the position and then we will start the first round of interviews followed by the Cabinet. Secondly, for School 16 that posting will close January 22 and we will begin that process as quickly as possible because we know the importance of having the principal involved in the hiring of their staff, including vice principals and teachers. We want them very much involved from the very beginning. Regarding curricular support, I have already met with Ms. Peron and have scheduled meetings around what needs to be at these two schools regarding the curriculum and as you were talking about making them PARCC ready in terms of everything that we need to do. That will look at general, special education, bilingual, as well as early childhood. Unfortunately, a budget right now is not available because everything is in a very preliminary state. The redistricting itself will determine a lot of understanding of the budget plan and we will be taking per pupil expenditure from one location to another. Ms. Ayala is aware that these two new schools will add possibly additional funds to the budget. However, staffing will also be able to be transferred after the elimination of students. For instance, at School 9 if we eliminate 400 students then some of that staff can be transferred over to the new school site. School community

partnerships – as we said, the one school we are hoping will be a Full Service Community School. I have met with Ms. Knehr and she has already put out RFQs to see if there could be funding for possibly both of the schools. That also is in process. The Superintendent has a transformational committee which I have presented to and on that committee are several community members including Ms. Grant, Ms. Sterling, the President of Passaic County Community College, as well as Dr. Burns from William Paterson. So we are looking forward to all community partnerships and university partnerships in both of these locations. The transportation plan is preliminary because until we fully understand where the redistricting is happening it will be hard to identify that. However, there will be some transportation costs involved. There used to be two neighborhood schools and they would occur within that 1.5 mile radius. However, there will be transportation costs possibly for bilingual and special education students. I am saving the student enrollment plan for last because I'd like to share a little bit of information regarding that. As Ms. Santa stated and as you can see in this plan, we do hope to involve the community and the parents as soon as possible once we have identified what schools they would be coming from so we can have parent forums, walk-throughs and open houses. I have had the pleasure of being at the Hani Awadallah School and it is a wonderfully magnificent facility. I have not had the pleasure of going to School 16 yet, but I am sure that the parents, students, and staff that will be working in both of those schools will be very excited to be there. State local inspections – the TCO for Hani Awadallah is anticipated in March. For School 16 it's anticipated in July. The safety security plan will be worked out with the administrative team and the support of our district personnel. Online status reporting will continue to be held with Dr. Evans as well as the Board. Concerning the redistricting model, the firm of DeYoung Richter, who I am aware has previously worked with the district, is assisting in developing maps of the neighborhood so that they can assist in what that redistricting model would look like. They have already made a presentation and in it there are various options of different configurations and maps that could possibly impact both of the schools. Right now, because of the different options there are many unanswered questions. Once those answers have been determined there will be additional information around the redistricting model.

Dr. Evans: I would add two additional comments specific to those models. There are unanswered questions, as Dr. Crescione has just mentioned. Along with that Comm. Rivera just reminded me about the Newcomer Program that we will need to bring to that conversation as well. Once we get all of that information and look at the scenarios then we'll come to the Board. After all our questions have been answered and we've looked at the various options we'll bring them to you.

Comm. Irving: I just want to make sure that this Board also has the final conversation about the maps that are drawn. DeYoung Richter has been wrong before with their assessments and I want to make sure. We know our community best. In talking about the fifth and sixth wards where I live I have a vested interest in making sure that we accurately pull from the respective neighborhoods into where we're going to go. We have a lot of kids right now who are at School 25 because they can't be at School 9. We have School 9 busting at the seams and we have School 8 which is filled. I think a lot of the kids from School 8 will probably end up at School 16 for a whole host of different reasons bilingual related. I think that there might be a really good way to be able to check this. I just want to make sure those recommendations come to this Board so we help to inform that map, make a vote on that map and decide on it, and have a debate and discussion pertaining to it.

Dr. Evans: If it's acceptable to the Board we can actually do that on February 10. I know that's a budget discussion, but Dave is going to be in the district. That system will

make adjustments. I don't know if he'll bring all of that equipment with him, but the lines move and do all those kinds of things to address the issues you're raising. We can do that on February 10.

Comm. Irving: Great.

Dr. Crescione: I have a few more slides. The slides remaining indicate the anticipated staffing proposal. You can see behind on the left-hand side there is another graphic with that information presented for both schools. Again, this is preliminary because as those redistricting maps are designed there may be a need to have more third grades than fifth grades, depending upon the student population. So as you see, this is really preliminary in terms of the staffing. The next page, however, indicates the additional staff that would be required beyond the classroom teachers. This indicates preliminary an idea of how many additional staff may be required in those particular schools. I believe I caught all categories. However, if you see anything missing please share that with me. Some of those numbers are dependent again upon the population of the students. For bilingual and special education you'll see we didn't even put a number in because it can vary. The last slide is just for your feedback and input on the information that was shared. I know that there are some questions.

Comm. Rivera: I appreciate you taking into account or even contemplating my request. You guys are already making plans and picking principals and after the fact you're going to take other things into account. As Chris said, we know our community best, especially that area. I have recommendations here. I don't know who provided these recommendations but I see the Newcomer Program included in here. I don't see it in that one. I myself came at the age of 11. I moved from New York to here and it took me a few years to adjust. The way the Newcomer Program is working right now the kids come from another country and they spend two years in that school. That's the ideal situation. They spend two years in that school and then they go to a different school. You were a kid once. What would that do to a kid? They have to adjust again with new friends. It affects the kids emotionally. We all have different ideas. We have budget issues. I just wish that at least we had the opportunity to discuss some ideas and what the needs of the community are in that area. For example, we have two new schools. If you look at the bottom here, about the percentage of the schools being utilized, the only school that's really overcrowded in this area of the schools being built is School 24. Take all the schools that are there. I can read the numbers if you guys don't mind. School 24 is utilized 112%. School 13 is 76%. School 20 is 90%. Martin Luther King is 83%. That's it. I'm just reading the recommendation impact on the bottom. That's just what I wanted to see in that school. What I wanted to see in that school was maybe, and this is just a plan and an idea, having the Newcomer Program moved there k-8, bring the bilingual program from the other schools that are overcrowded, put it into this school, and just have the kids transition there. At the same time, you take the overcrowding from the other schools. That's just a plan that I had in mind. I don't know if it's doable. That is for you to think and see if it's within the budget realm. Also have the dual program there that is going to continue to grow from what I hear. Right now it's k-3.

Dr. Evans: The dual language?

Dr. Crescione: Are you talking about EWK?

Comm. Rivera: School 16. This is a plan that I had in mind, just having it there.

Ms. Peron: Under the work of restructuring bilingual education we are looking to locate a dual language program, a Newcomer Program, in one of our schools. Preliminarily we have been talking about which schools. As you said, School 24 is overcrowded. It is in that neighborhood. NRC, School 15, School 11 is our Newcomers Program right now only at the middle grade level. We know through our bilingual review that we have to expand Newcomers from k through 8 and 12 even for our high schools. All of this has been in the works and we have been discussing. This is the first stage of this plan. It's in draft and we wanted to bring it to the Board. However, that is on the table. We do have plans for that. We are currently looking at all of the bilingual children in the district, where they are, and where they come from. We had the beginning of a magnet at School 8 and School 21. We don't want to call it a magnet. We want to have a true dual language bilingual school. This would mean if we have three sections of every grade like we have at School 16 we would make two of them bilingual education and we would make the third a general education because we want them to be with their typical peers. So it is very much in the works. School 16 is a place that we are looking at for bilingual education because of the location and because of the surrounding schools. We have 4,100 bilingual students identified in this district. There is overcrowding. There is a need for space. School 16 is on our mind for that particular reason. It would serve us very well to have a program like that.

Comm. Irving: Ms. Peron, how soon can the Board expect a variation of that plan to reflect that?

Ms. Peron: We are currently working and we have weekly meetings. What we're doing now is going through our numbers. I want to be sure of the numbers of students per grade level and where they're coming from. That work was being done this week. I would say in about a week and a half.

Dr. Crescione: I also believe that that information that you want are the specifics because Ms. Peron and I have discussed the possibility of those models would depend upon the redistricting. We need to look at those models first to determine what students would be coming from which areas and then the need. So it's not only looking at the small subset of population but then if this plan were to go into fruition, as Ms. Peron said, all of the bilingual students and the possibility of relocation.

Ms. Peron: So we're looking at dual at the other new school for purposes of Arabic and Turkish language. This would be for Spanish and then we are looking to do the same thing over on the other side of town where we have a huge population of Bangladeshi students. It is a part of our restructuring for bilingual education and it very much needs to be done.

Comm. Irving: Can we have something ready as we have this conversation on the 10th about redistricting for what this plan may look like? Comm. Rivera, I'll recommend to you since you have an interest and a passion for this to have a sidebar with Ms. Peron and give any recommendations and suggestions. When we come back at least the voices of those who support that idea can be heard.

Comm. Mimms: That was a part of what I was going to suggest. Based on the fifth and sixth wards and the population that is there before going into even the personnel items that are needed based on the information they have for this school there's no demographic outline in this profile. Maybe we should definitely make sure that the demographics are outlined here. We look at the population of who the children are there and then based on that we build a school model based on that and what we need to do for the surrounding towns. Because it's missing this profile when someone is

looking at it or trying to read or assess what's needed there it will be hard to tell based on that. That way we're not just focused on English children or Hispanic children. We'll have Turkish, Bangladeshi or whatever is needed in that community so we're not missing any of our children in the entire city of Paterson.

Ms. Peron: That's why we didn't bring that to the table yet. We wanted to wait for that information.

Dr. Evans: I just wanted to clarify where this came from. This was a page directly from the facilities plan that the community-based group put together. This is not something we concocted and put in this. I just want to be clear about the origin of this document. It's actually lifted from the facilities plan and that was driven by a large community-based group.

Comm. Kerr: So we have not decided on what model we are putting into School 16 and Hani Awadallah.

Dr. Crescione: When you talk about a model, can you just be...?

Comm. Kerr: We're talking about making it into a Newcomers school. That's part of the conversation.

Dr. Crescione: That's part of this conversation.

Comm. Kerr: I'm thinking about staffing. If we are talking about staffing, first we have to make the determination what is going in there so we can adequately staff that school. We have not yet decided what's going in there. Looking at those numbers that were presented there we are looking at about 80 plus new staff. Where will this staff be coming from?

Dr. Evans: They're not new. They will be shifted from one school to another.

Comm. Irving: But I think there's an important piece here. Unless we have folks sitting in the rubber room, you're going to need principals, vice principals, guidance counselors. There are some positions that are pertinent that have added costs.

Comm. Kerr: How does this roll up into our budget?

Comm. Irving: Then the facilities operational costs associated with those as well.

Comm. Kerr: It's two new schools and it has to somehow...

Comm. Irving: Three if you count PC.

Dr. Evans: It's on that budget priority list.

Comm. Kerr: In terms of costs, has it been rolled into...?

Dr. Evans: Have we calculated the potential costs? Not yet, but we will. We have to.

Comm. Hodges: That was sort of the question I wanted to ask. When we opened International High School we were pressuring Governor Corzine to give us \$7.2 million to open the school. The understanding was that when bringing a new school on board there is some external support that's expected from the state. That was a conversation

I was uniquely involved with, particularly with the Governor. If you're looking at School 16 and Hani Awadallah, what additional funds does the state intent to provide us and for Paterson Catholic?

Dr. Evans: Other than what the SDA is providing for furniture, equipment, and those kinds of things, I don't know that there are other funds being provided. We haven't been told. We owe it to ourselves to ask.

Comm. Hodges: We certainly do, particularly since the budget is contracting.

Comm. Irving: I do have a comment and it's just reflective to the Hani Awadallah School. Again, I live in the sixth ward and I went to a community meeting. There's a very hot election going on right now in the sixth ward between two very good buddies of mine. They both have brought this up in front of me that I did want to make sure I referenced. It's about representation of school leadership, not just at the Hani Awadallah School, but between School 25, School 9, and Hani Awadallah. There was a point when I was a child where many of the principals that we had in this district were all of one nationality. There was a great push by folks on this Board and from the community to make sure that school leadership reflected the kids who lived within the schools. I just want to make sure we're mindful of that. I'm not saying we have to hire people because they're of a particular race or creed. But it is important for us to be mindful of the fact that we do not have a single Arabic principal or vice principal in this district. I looked and we don't have one. I think it's time for us as a district to take ownership of that and be able to say that there are people who are qualified who might not be in district but might be out of district. That just has to be in the back of our minds and asking are folks from other nationalities getting the fairest opportunity to prove themselves in an equally qualified environment. I just want to make sure I put that out there because I shared with the Councilperson and the candidate that was mentioned in the public forum speaking on behalf of folks that live in that community.

Dr. Crescione: If I may just comment on that statement. Having worked at School 9 as principal for probably 20 years of my career I agree with you that we need to look at the diversity of the population. However, I want to share that of the 35 applicants who have applied so far there were people of Arabic decent and the majority of the candidates, I would say possibly only six or seven are internal candidates. There is a large percentage of the applicants who are outside of the district.

Comm. Irving: Great. I'm sure the name of the school has something to do with it, which is great, but I just want to make sure that is taken into account.

Dr. Crescione: Yes, fully noted.

Comm. Kerr: Mr. President, I agree with you that that should be taken into account, but I just hope it doesn't become the priority.

Comm. Irving: That was my point. I think I made that clear. That shouldn't take precedence over qualifications. I think any minority group wants to make sure that they are equally represented, but it has to be done within...

Comm. Kerr: If you're the best, the job is yours.

Comm. Irving: That's it.

Comm. Rivera: I just want to mention two things about the issue with staffing. It doesn't matter which program we're going to put in there. We still need to put additional staffing in there. That's one. One more thing I wanted to say is anytime you present something to the Board make sure that we have all the information possible for us to make decisions or recommendations. I agree with Comm. Mimms. If we had those numbers around then I might get consensus on what I'm asking for. The only information I have in front of me is how these schools are not at capacity, the ones that are supposed to be relieving the overcrowding for School 16. Only one of them, which is School 24. The other school I see a big issue there. School 25 is at 106%. School 9 is at 118%. School 8 is at 104%. I see this issue here. But the schools that you highlighted as trying to relieve the overcrowding I just don't see it. We can talk more about the plan we proposed.

Comm. Irving: I thought we settled this. Your point has been duly noted. Please work with district staff to make those recommendations. It's a great point. It's a different conversation when we're talking about the sending schools for School 16 and Hani Awadallah. School 16 gives us a good opportunity. What you're saying is School 16 gives us a good opportunity for us to potentially get creative and look at different ways for us to fill the school, looking at the local community but also looking at different programs.

Comm. Rivera: The reason I have that comment is because I have a report here of recommendations from the community. But then I see another presentation here that doesn't take into account what the community wanted. That's why I wanted to throw that in there.

Comm. Cleaves: But on here, School 15 is not listed, New Roberto Clemente is not listed and the original Roberto Clemente is not listed. We can intelligently see that there are some schools missing in this report.

Comm. Rivera: That's what I said.

Comm. Irving: Thank you, Dr. Crescione.

PUBLIC COMMENTS

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

Comm. Irving: I just want to remind our speakers of the three-minute time and to be respectful of folks coming behind you.

Ms. Marcella Simadiris: Peace and blessings. I just wanted to clarify some stuff going on. I came here about a month ago regarding the stereo that was taken from Napier Academy during the weekend that it was looted after the fire. I was contacted and I was under the impression there would be funding. I guess what I requested is a little bit expensive and I just wanted to offer you an explanation why it's a little bit expensive. I put in a work order last year for an outlet in the gym because we started receiving directives prohibiting us from using extension cords. I was utilizing my music using an extension cord, but since we can't use them anymore I had to situate the music underneath one of the basketball courts. This kind of limits some of the activities I can use it with and it's just not really the best situation for me. So I really was looking for a new outlet to be installed, but that work order was put in last year and I haven't been

able to accomplish that. I've heard things like the building is really old so they don't know if they're going to do it. The one system that I'm looking at is a wireless system. It's a little bit more expensive. The one that I originally found was around \$400 but it wasn't through a vendor that the district uses. I just wanted to bring that to the table. I still don't have music and it's really impacting my program.

Comm. Cleaves: What do you teach?

Ms. Simadiris: Physical education. It really impacts the climate and culture and the way I teach. I wanted to bring that to the Board. I don't even know if this is appropriate because I'm not sure how these sessions right here work because I know there are workshops. The one time I did come someone came to me indicating that the Board was looking to respond to me but I didn't know. I'm just looking to see if anybody ever looked at that plan to manage equity that I came to the Board with about three different times. I'm thinking that's a way that we can put pressure on the state for funding. I was able to have in writing by the President of the State Board of Education that they would be putting in a requirement for each school to have a full-time SAC counselor. I mentioned at the last Board meeting even if they put that requirement on school districts, I don't even know what the whole recourse is with HIB, but schools sued the state so that they would have to provide the funding. I was just wondering if you all have looked at it or if you even reached out to the State Board and offered any suggestions for that plan. Thank you.

Mr. Corey Teague: Good evening Commissioners. Comm. Kerr, it's nice to see you back. I just wanted to briefly mention about the budget coming up this year. I'm very concerned about it. You all know my stance about special education. You know how I am about that. I'm pretty sure there are going to be cuts, but I'm going to be monitoring specifically the cuts that are made to the special education department. Again, we have to keep in mind that if every service that's in the IEP is not fulfilled parents will be able to file a lawsuit and we don't want to see that happen. We don't need any more lawsuits in the district. We have to make sure that with the cuts that are coming that we're very careful as to where those cuts are placed. It's a great concern of mine and I'm definitely going to keep an eye on it. The other thing is about the PARCC. I'm not going to belabor the point, but New Jersey is one of only six states that still carry PARCC. Most of the country has done away with it through legislation and laws. I'm asking this Board if we can just please review all the information. Dr. Evans, I understand your position that as a state-appointed Superintendent your job and responsibility is to push the test that has been approved by the Department of Education. I respect your position. The Board is not held to that standard. The Board has an opportunity and a right individually and collectively to sit down and look at the pros and cons of this particular assessment and try to understand whether or not we really need a test to tell us that we don't have the resources that we need for our children. Do we really need a test to tell us that our children are not doing well in certain subjects? Do we really need a test to do that? We all know that in this room already. We know the problems that we face as a district. So now we have to just come together and try to find solutions to fix that. I'm asking you to please look at the pros and cons with this PARCC. Please. I'm asking you to do that. Also, with the budget I know this year is going to be very interesting, but I'm going to be there to monitor the cuts that are made to special education to make sure that we do not disenfranchise some of the most needy children within our school district. Thank you.

Ms. Rosie Grant: Good evening Mr. President, Commissioners, Dr. Evans, staff, and community. Congratulations on your new win and swearing in, Comm. Kerr. I'd like to ask for copies of the materials that were shared with the Board this evening including, Dr. Evans, your priority list. That wasn't on a PowerPoint, but I'd like the PowerPoints

as well and ask that that be a standing request. I know that copying and paperwork is expensive so my preference would be to get it by electronic means via email or whatever else. I'd also like to request a copy of the Philips Academy charter application when you get a chance to do that. The conversation about advocacy around charter schools was interesting. I ask you to add to that list that you advocate for regulation so that the charters keep the kids that they take. So they don't take them and decide that they're not good enough for their schools and send them back to the public schools. If you do take up that conversation in your workshops I encourage you to include that as a piece of the discussion. What I've shared with you is something about graduation requirements about which I have some concerns. I'm not sure if the Board has yet seen Commissioner Hespe's letter to the Superintendents about what is required in English language arts and mathematics. That actually applies to this current class of seniors. So there are kids in the 12th grade who maybe don't yet know what the requirements are or have not yet met the requirements. The page on the PEF letterhead is a list of questions developed at the Our Children Our Schools meeting and shared by the Education Law Center to show you that math is important. There are two number eights there. That's something we should pay better attention to. I highlighted what I think is the most important question that I'd like to have answered. At this point, how many seniors have not met both the state testing requirements in language arts and math? There is not a whole lot of time for them to meet and they should know by now if they haven't met it. Related to that, the second number eight question is what is the process for filing portfolio appeals in the district? Has that yet been decided? Are we putting some additional opportunities in for kids to meet the requirement? I know that in some districts they have worked with the community college to do more Accuplacer testing so if the kids did not pass the PARCC or don't get the required scores on the other test they have additional opportunities to sit the Accuplacer as that is one of the requirements. So those are some of the things I wanted to put before you today as you do your considerations over the next few weeks. I think the graduation piece has a lot of urgency to it. Thank you.

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

Comm. Irving: Dr. Evans, did you want to respond to one or two of the comments?

Dr. Evans: Yes. I want to respond to two of the questions. Ms. Warren, I believe you have addressed her issue. You have already ordered something.

Ms. Cicely Warren: Good evening Commissioners. The requested item has already been ordered. The requisition has been put in. You should be receiving that shortly.

Comm. Hodges: Is it the general item, or what she asked for?

Ms. Warren: What she asked for.

Comm. Irving: Fantastic.

Ms. Simadiris: Thank you.

Dr. Evans: The second one I wanted to respond to was the question that Rosie raised regarding how many of our seniors were not meeting these standards. We actually had an internal discussion before the holidays. Our guidance department brought us some actual numbers that for us were relatively small. We were surprised at the number. Ms.

Shafer was saying that an adjustment has been made. I'm afraid to give the numbers now, but we do have that information. We will double-check tomorrow for accuracy and make sure you get it.

Ms. Grant: Thank you so much.

Ms. Shafer: We have the colleges coming in to give additional assessments and we're having more assessments done, scheduling students, and meeting with parents so parents know these are when the assessments are occurring and your child needs to pass one of these in order to graduate.

Ms. Grant: Okay. Thank you.

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, the Paterson Public School District caused an annual audit of the district's accounts and financial transactions to be conducted by a public school accountant for the 2014-2015 fiscal year pursuant to NJSA18A:23-1&2; and

WHEREAS, said "Comprehensive Annual Financial Report" and "Auditor's Management Report" for the fiscal year ended June 30, 2015 were filed in duplicate with the Office of the Commissioner of Education and the Passaic County Office of Education on December 17, 2015, pursuant to NJSA18A:23-3; and

WHEREAS, a presentation of the audit of the district's June 30, 2015 fiscal status was made by members of the independent audit firm of Lerch, Vinci & Higgins, LLP, at the Board Workshop of January 13, 2016; and

WHEREAS, the presentation will include a public discussion of the audit results including the district's overall financial position, reserved, unreserved and excess surplus fund balances, food service operations and the district's ten (10) audit findings, nine (9) recommendations, one of which was a repeat recommendation, all of which will be addressed in the Corrective Action Plan to be approved by the Board; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Public School's Board of Education accepts the "Comprehensive Annual Financial Report" and "Auditor's Management Report" for the fiscal year ended June 30, 2015; and

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

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

Resolution No. 2

WHEREAS, the Paterson Public School District caused an annual audit of the district's accounts and financial transactions to be conducted by a public school accountant for the 2014-2015 fiscal year pursuant to NJSA18A:23; and

WHEREAS, said "Comprehensive Annual Financial Report" and "Auditor's Management Report" for the fiscal year ended June 30, 2015 were filed in duplicate with

the Office of the Commissioner of Education on December 17, 2015, pursuant to NJSA18A:23-3; and

WHEREAS, a presentation of the audit with discussion of the district's fiscal status, audit findings and recommendations was made to the Board and public by members of the audit firm of Lerch, Vinci & Higgins, LLP, at the Board meeting of January 13, 2016; and

WHEREAS, the presentation included a public discussion of the audit results including the district's overall financial position, reserved, unreserved and excess surplus fund balances, funding of worker's compensation and compensated absences, food service operations and the ten (10) audit findings, nine (9) recommendations, one (1) of which was a repeat recommendation, that are addressed in the Corrective Action Plan and Specific Correction Action Plan; and

WHEREAS, the synopsis of the CAFR was distributed to the public at the January 13, 2016 Board meeting with copies of the synopsis available at the meeting and at the office of the School Business Administrator upon request; and

WHEREAS, a Corrective Action Plan has been drafted and disseminated to the Board and appropriate parties by the School Business Administrator addressing each of the ten (10) audit recommendations presented in the Auditor's Management Report in response to their nine (9) recommendations; and

WHEREAS, a Specific Corrective Action Plan has been drafted and disseminated to the Board and appropriate parties by the School Business Administrator addressing the one (1) repeat audit recommendation presented in the Auditor's Management Report in response to their recommendations; and

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Public School's Board of Education accepts and approves the "Corrective Action Plan" and the "Specific Corrective Action Plan" for the fiscal year ended June 30, 2015; and

BE IT FURTHER RESOLVED, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with two copies of the CAFR Synopsis, two copies of the Corrective Action Plan, the Specific Corrective Action Plan and certified Board minutes adopting the above items; and

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

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

Comm. Cleaves: With the corrective action plan, do we have some additional actions that we wanted him to put in there?

Comm. Irving: This is the district's response to the corrective action plan.

Dr. Evans: It's the district's response to the recommendations.

Comm. Irving: That's correct.

Comm. Cleaves: Okay.

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

Resolution No. 3

WHEREAS, efficient and responsive operations is Priority 4 of the Paterson Public Schools (the "District") Brighter Futures Strategic Plan for 2014-2019, where Goal 3 is to increase accountability for performance and Goal 4 is to increase administrative and staff capacity; and

WHEREAS, the District previously issued a formal public RFQ for a 24-month Data Fellowship Program, RFQ-920-15, for the 2014-2015 and 2015-2016 school years(s); and

WHEREAS, the District's Board of Education adopted Resolution No. 5 on October 8, 2014, awarding the contract for RFQ-920-15 to the Center for Education Policy Research at Harvard University for a term of three (3) years comprising 2014-2015, 2015-2016, and 2016-2017; and

WHEREAS, the original contract provided that seven (7) District employees will enroll in a 24-month fellowship program called the Strategic Data Project at the Center for Education Policy Research at Harvard University to equip these employees with training and skills that would enable them to make immediate impacts on policy decisions that affect student outcomes; and

WHEREAS, three (3) District employees have since terminated enrollment in the fellowship program, and the District now wishes to assign other employees to fill the vacant program slots; and

WHEREAS, the District will incur no additional cost for filling the vacant slots, but the contract term would need to be extended until September 30, 2017 so that newly-enrolled employees can complete the full 24-month program; and

WHEREAS, instead of amending the previously-signed agreement, the parties agree to enter into a new written agreement, from October 1, 2015 until September 30, 2017, with no change in cost; and

NOW, THEREFORE, BE IT RESOLVED, that the District approves the new agreement with the Center for Education Policy Research at Harvard University, for a total annual cost not to exceed \$160,000 in 2015-2016, as previously authorized by Resolution No. 5 dated October 8, 2014; and

BE IT FURTHER RESOLVED, that the State District Superintendent approves the second year of the contract with the Strategic Data Project at the Center for Education Policy Research at Harvard University. The second year will run from October 1, 2015 to September 30, 2016.

It was moved by Comm. Cleaves, seconded by Comm. Mimms that Resolution No. 3 be adopted.

Dr. Evans: Can I clarify something? Recall that last year we entered into an arrangement with the Strategic Data Project at Harvard University to train high-level data fellows, people who were experts in doing the kinds of things that I started doing with the data, making meaning of it but drilling much deeper and then teaching people across the district, particularly in our classrooms and our administrators who work with

teachers, on how to make meaning of data. The cost then was \$160,000. This is not a new \$160,000. You approved that a year ago. Dr. Newell and I had that. I had a discussion about this this afternoon because I thought she was proposing something new in terms of dollars and cents, but that is not the case. Is Dr. Newell sitting over there?

Comm. Irving: So this is a continuation of the project?

Dr. Evans: Yes. There were some changes made to the project, but not new costs.

Dr. Laurie Newell: Good evening Commissioners. In October 2014 you approved a contract and the way the contract was structured it was what you would pay for year one, what you would pay for year two, and what you would pay for year three. So we're now in year two and what you had approved in October 2014 was to pay up to \$160,000 and nothing more. We are here presenting you with that piece of the contract.

Comm. Irving: This is the second year of the contract.

Dr. Newell: It's the second year of the contract that we're asking for approval.

Comm. Kerr: What was the cost of the full contract? The contract was for 24 months.

Comm. Irving: So it would be \$160,000 plus \$160,000.

Dr. Newell: No. It was structured differently. The last year it was \$77,000. It's 24 months but it started in October. It actually spans three years.

Comm. Kerr: We started off with seven individuals on this contract and three dropped out of the contract.

Dr. Newell: At different stages, yes.

Comm. Kerr: In real terms we have lost money because those three people dropped out of the course.

Dr. Evans: We actually filled those slots.

Comm. Kerr: When did those folks drop out?

Dr. Newell: At different stages. One dropped out and did not see the end of the first year. Actually, the second one also did not see the end of the first year.

Comm. Kerr: The point I'm trying to make is that it had to cost the district something and we got back nothing for that year's-worth of instruction. I'm wondering if the arrangement that we need to make would not be with the university but in terms of the individuals. We should somehow let them know if you drop out of the project...

Comm. Irving: This is how much it costs us per pupil...

Comm. Kerr: So you will be responsible to pay the cost for that period of time.

Dr. Newell: The project spans 24 months and it is completed with a Capstone report. The first year is intensive data analysis and a lot of learning how to do research. The contract or the MOU that we structured with the employees is based upon completion of

the program. They have to commit to three years staying with the district. This is structured similar to the reading specialist agreement.

Comm. Kerr: When they drop out of the program, did they leave the district or did they stay in the district but just say they cannot handle the course?

Dr. Newell: They left the district.

Comm. Cleaves: Were they part of the RIF?

Dr. Evans: No.

Comm. Cleaves: They left on their own.

Comm. Kerr: We have to tighten up the structure of that program so that folks don't just get a year's-worth of training and just walk out.

Dr. Evans: I agree with you, Mr. Kerr, but the bigger question is did we lose anything? We put three new people in. Are they going to get full benefit and we're not paying anything extra for those three?

Comm. Kerr: If you put three new people in after a year they're not going to get two year's-worth of instruction. They can only get one year's worth of instruction. One year is already taken.

Dr. Newell: That's a good point. What Ms. Peron and I have been doing is based on the fact that we were supervisors for one full year already we've actually been supplementing that work to make sure that the three additional people who were brought in are quickly getting caught up. One of the things that we've been doing is having meetings where we have all of them together to really make sure that we're looking at what is needed, what was done, and sharing information.

Comm. Irving: Are there any other questions?

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

Resolution No. 4

WHEREAS, the Board of Education and the State District Superintendent support the Anti-Bullying Bill of Rights Act (ABR) (N.J.S.A 18A:37- et. Seq.) by prohibiting acts of harassment, intimidation, or bullying (HIB) of our students grades Pre-K thru 12, and

WHEREAS, the NJ DOE has released official School district and school grades for the 2014-15 school year required under the ABR, and

WHEREAS, school district administrators must review the report with the BOE at a public meeting and post the official grade reports issued by the NJ DOE without making any alterations to the PDF document to the school district and school's websites, and

WHEREAS, the school district's grade will be the average of the grades of each school in the district; and each school's grade must be posted on the District's and schools website

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the official ABR Grades Report for the 2014-15 school year and that the public was given advance notice of the Report and an opportunity to ask questions and provide input,

BE IT FURTHER RESOLVED, that the Board of Education affirms that the requirements under the ABR has been met and that the information shared may be used to assist in the annual review of harassment, intimidation and bullying (HIB) prevention programs, approaches and other initiatives, as required in N.J.S.A. 18A:37-17a, and the annual review of the BOE's HIB policy, as required in N.J.S.A. 18A:37-15c .

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

Comm. Kerr: We're just going to vote tonight just so that the director of HIB can submit information to the state?

Comm. Irving: Right. There's an annual report that has to be submitted grading the district based on a whole host of different rubrics. That's what they submit to us.

Comm. Kerr: But how would we know that whatever is being submitted reflects what we are doing here?

Mr. Theodore Best: Good evening everyone. This is actually to acknowledge that we received the official scores from the State of New Jersey. Last year, if you remember, every school had to do a self-assessment. The self-assessment we submit to the state and then the state reviews all of our documentation and bullying reports. They certify it and give us an official score. These are the exact same scores that we submitted to the state. The state certified all the scores that were submitted and gave them back to us. So now you have to acknowledge that we received it back from the state and we have to post it on the district's website by today.

Comm. Kerr: Okay. So it's a vote of acknowledgment that we received it.

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

Comm. Mimms: In the writing of what's stated it doesn't talk about acknowledgment. It talks about us reviewing. Based on what's stated it doesn't identify what was stated by Mr. Best.

Comm. Irving: In the future can you just put 'acknowledge receipt of?'

Mr. Best: Yes.

Comm. Irving: Thank you.

OTHER BUSINESS

Comm. Hodges: I know it has been a source of amusement to some folks this continued quest for the compendium. You're about to find out just why it's not quite so funny. You're going to be looking at establishing priorities and looking at systems that you want to put in place. You're not going to be able to make those judgments based on the information that you're going to receive. Right now the district can't make those judgments on the information it has. So I have tried to be cute about it and keep the

issue alive, but it's not enough. The Board is going to have to take a position. If you're going to be facing cuts, choices in terms of priorities, you have got to have the appropriate information to decide what's important and what's not. You don't have that right now. As I've told you before, this is the point when you need that more than ever. Dr. Evans and I have discussed the seriousness of this. There are a lot of programs that may be of benefit to us, but you can't make a determination of whether or not we should or should not go forward with it because you just can't see where they're being employed, how they're being employed or anything. You don't have that. For them to try to hand out all of that information to you you'll get stacks and stacks of paper and that's the problem. I've told you this and I've taken this position for quite some time. I know it was amusing and entertaining, but now it's not quite so funny. It really isn't. I'm just going to put that out there. We need a compendium to understand what this district is utilizing, how it's being used, and where it's being used. If you don't have that, it's kind of hard to sit here and say you have budget priorities when you don't know what your priorities really are because you can't see them. That's all I'm going to say.

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

The meeting was adjourned at 9:31 p.m.