

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

December 2, 2015 - 6:42 p.m.  
Administrative Offices

Presiding: Comm. Jonathan Hodges, President

Present:

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

Comm. Chrystal Cleaves  
Comm. Christopher Irving  
Comm. Errol Kerr

Comm. Manuel Martinez  
\*Comm. Lilisa Mimms  
Comm. Flavio Rivera

Absent:

Comm. Kenneth Simmons, Vice President  
Comm. Corey Teague

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

Comm. Hodges read the Open Public Meetings Act:

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

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

**Workshop Meeting  
December 2, 2015 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.

## **PRESENTATIONS AND COMMUNICATIONS**

### **E-Rate Presentation**

Dr. Evans: The first presentation tonight is one that the Board requested and it's an update regarding E-Rate. Mr. Jose Correa will lead that presentation.

Mr. Jose Correa: Good evening Superintendent, Board members, cabinet members, staff members, parents, and stakeholders. My name is Jose Correa. I'm currently acting as Interim Director of Network Technology. This presentation was prepared by myself, Mr. Kenny Sumter, and Ms. Stephanie Varlack. For those that are not aware of the importance of the E-Rate program, I'm going to basically tell you why it's really important for us to participate. The central mission for Paterson Public Schools in our Bright Futures strategic plan is for us to be the premier leader in urban education for the State of New Jersey. We at the Department of Technology feel that technology integration into the curriculum will be a critical component towards achieving this mission. The dilemma that we have is back in the 1990's when our infrastructure was initially put into place no one really had an idea of what it would grow to in the next 20 years. When our first system was designed, if you think back to the 1990's, you were calling up on AOL. Do you remember that? That's what we all went through. Then at that time Paterson Public Schools was actually thinking towards the next 10 years. They were advanced. They had what were called T-1 lines, which is what a lot of people have in their homes right now. You plug in your computer to a router and you get internet. But in the past 10 years what has happened is we are moving on to a wireless world. No one is plugging in their cell phone to get internet access. No one is plugging in their laptop or their Surface to get internet access. Everything that we do is basically run wirelessly. The dilemma that we have in our school system is that if you walk into any classroom in one corner you will find a hub with wires sticking out of it so that you can plug up to anywhere from four to eight computers. That current infrastructure will not carry us into the next 20 years, specifically and more so with the two new schools that we have coming on. We have two schools at 16<sup>th</sup> Avenue and Marshall Street which will have a total of 1,400 wireless devices as guaranteed by the Schools Development Authority coming into the district. So what we have to do is ensure that our internal infrastructure in school buildings will be able to support those two new schools that are coming online, as well as all of the other 54 schools that we have in our district. In the next five years, I'm sure we will be implementing a BYOD plan where you can bring your own device and whatever students have in their pockets they're going to be using them in classrooms. It's called flipping your classrooms. Take a look into that. I'll leave it alone for now. That's not what I'm here for, but I just wanted to mention it because that is the future of education. Currently we are participating in E-Rate with regards to our telecommunications. So our Verizon bill, our internet services bill, and our Cablevision bill are all subsidized by USAC. We front 'X' number of dollars and they reimburse us at an 85% rate. So we're paying 15 cents to the dollar. We also currently expanded our fiber optic network because our current network is leaking light. That's not good. We need to have a secure network. This project, which the Board funded last year, is also covered at 85% by E-Rate. For school years 2013-2014 and 2014-2015 we have submitted a total reimbursement of over \$1 million. We're in the process of submitting for 2012-2013 and these funds have already been accounted for in our budget. So the government will be sending us literally a few million dollars, but I just want to know that everything that we will be receiving for our past year's expenditures is already accounted for in this year's budget. If you do not know exactly what E-Rate is, it's basically a program from the federal government for any school or libraries. There are some counties in the United States that share schools and they may not have a facility where students go to but they may have a local library. They are also eligible for reimbursements. But here in Paterson predominantly we're working with our schools. There are basically two types of E-Rate funding. There's Category I and Category II. Category I is what we're currently participating in, which are services. You may have FIOS in your home for telephone, internet, and data. You may have these things. You may have Cablevision. We currently have providers who give us access to the internet for our telephones. That's Category I. Then there's Category II, which is a little bit different. Category II E-Rate reimbursements refer to the actual

hardware, the physical components that deliver the internet to you. With regards to Category I we're currently receiving an 88% reimbursement. If anyone here has a district cell phone that they use for business or internet, we're paying 12 cents on the dollar for that. We're currently participating in that and it's really helping the district move forward because these are very expensive items. When you have about 28,000 using them, 3,000 teachers, and administrators it's really important for us to file this paperwork so that we can get it. That's just basically from day-to-day operations. What happens here and the way E-Rate works is that Paterson is responsible for Category I with regards to our internet, telecommunications, and data expenditures. We fund 100%. Then we take our bills, submit them to USAC, they look them over and after seeing that we've paid the invoice, and they give us back 88%. The trouble that we have here with telecommunications is that over the next five years it's going to be phased out. Who here still pays a company for just telephone services? Probably no one! I, for example, have FIOS. I get a bundle. I have internet, telephone, and TV all bundled into one. What you need to understand is that there is a difference the way that's being billed. Old traditional telephone lines were sent to your house through copper lines. They are old copper lines. A signal goes through. Maybe 50 years ago there was a secretary putting switches in and out. Now we're moving to what's called the Voiceover IP. That's telephone transmissions over internet lines. What you're doing is you're consolidating the way that you communicate with people. The federal government has recognized that if someone at home can save money off their phone bill by using the internet connection to talk to people, large institutions such as school districts or government offices should do the same. So they're currently funding this out. A few slides ago when I mentioned that we were receiving a reimbursement of \$1.2 million, that's all going to be gone within the next five years and they're slowly phasing it out at 20% and then it's going to be eliminated. If we know that we're out about \$1.2 million per year think of what that will mean in five years. Think of the costs. You have to do a little math. I'll leave that for the math brainiacs to figure out, but we're going to move forward. What I want to tell you is there is a way out of this and that's basically with our Category II funding that's available for us with regards to E-Rate. The way this came about was President Obama decided that the way that industry and organizations have functioned in the past 20 years they need to change. He has put in billions of dollars to increase the E-Rate program. The trick to it is districts that have large numbers of students that have free or reduced lunch eligibility rates are the ones that get priority with regards to funding. Since at Paterson our rate is so high, we would literally be at the top of the tier towards receiving this type of funding. I know that right now we have 28,000 students. They go by the October 15 count. On October 15, 2015 we had 25,101 students, which means that we are eligible for \$3,765,150 of E-Rate funding. That is the amount that the federal government will give us. It's \$150 per student, \$3,765,150 for Category II. That's for expanding our current infrastructure inside our school buildings. Essentially, what does this mean? Paterson Public Schools must fund 15%. USAC will pay the other 85%. There's one catch to it, though. A site that is considered to be non-instructional, such as facilities at 200 Sheridan where our facilities are located – we have our plumbers there, our carpenters are based out of there, and we have our central stores – that is not considered instructional. If we do an upgrade at that site, we are responsible for 100%. This building, 90 Delaware, is considered an instructional site because this is where our central knock is located. This is where we house our gateway. If you don't know what a gateway is, this is basically the bridge that we have with the rest of the internet. Since everything comes through here for instructional purposes we are considered an instructional site. Any upgrades that we do here at 90 Delaware are considered to be eligible for a Category II 85% funding rate by E-Rate. Am I clear? This here is a hypothetical scenario that we have painted. The reason its hypothetical is because we are in the process of putting out an RFP for vendors to come in and upgrade our current infrastructure. This is what

happened in the past. We have access points. If you don't know what an access point is, it's basically an antenna that allows your internet device to connect to the internet. People call them routers. It's not really a router. The technical name is access point. I'm not going to get into that, but it's really an access point. It's what gives your device access to the internet. What happened is 15 years ago, since people only had maybe one, two, or three wireless devices and it was generally administrators, they placed the access points in hallways. That's where they are. If you walk our buildings and you look around you're going to notice these antennas. They don't look like antennas. They're actually these little square boxes in our hallways. The dilemma that we have is that these access points in order for you to take online testing they need to be in the classrooms because they're traveling through these walls. Depending on the age of the building we have some pretty thick solid walls. It doesn't mean that you don't get an internet signal, but as opposed to having four or five bars you may end up with one or two. This means that your internet lags and when you take an online test like PARCC they want you to ping, which means that my signal from here to there has to get there really quick because they don't want any funny business going on in the middle where somebody can intercept a signal and change something. These things happen not with us, but I'm just putting it out there. They want you to ping at a ridiculously fast rate. The standard rate is five milliseconds. That's fast. Take a second and break it up into thousands. PARCC wants you to ping in three. That's a lot faster. So what happens is if I'm with 30 students and we all send a signal to the access point that's sitting in the hallway and there are 30 other students in the other classroom and they send the same signal to the access point, and there are other students in another classroom on another floor who are sending their signal to that access points what happens is you end up with a bottleneck and that's not good. That's just to say, "Hi. I'm here." Imagine a scenario where you have students and you want them to look at some really good HD definition videos on the color of a tiger's eye because you want to show them something that they possibly haven't seen before. Or you want to take them on a virtual field trip possibly to Russia. In PANTHER they're doing those things because it's a newer building. They can. The walls there are actually designed in a manner that these internet signals can travel. But if you have a building that's older than 20 or 30 years, and I don't know how many of them you have in the district - you need an access point in every single classroom if we're going to carry the district to the next 20 years. So basically, the money is here and we just need to take advantage of it. We at the Department of Technology actually have a proposal that already written in draft. What we need is approval from the Board. To make a really long story short, this is basically what we're looking at. If the entire project costs \$4 million and we have \$3.5 million of instructional sites, that's all of the schools in the district, and maybe \$500,000 at non-instructional sites, which really isn't the case, I'm just inflating this number as much as possible because you never know what USAC might say. They might turn around and say something like, "You had a building here but students weren't there. So for the first three months technically it doesn't count." They might do something like that. I'm just inflating figures so you understand. This is the most conservative estimate I could come up with. We basically pay 15% of all eligible and 100% of ineligible costs. We pay 15% for the schools and anything else like facilities we have to cover 100%. Somebody here might be wondering forget about facilities. Let's not spend that money on them. We can't. We are an enterprise. Facilities are part of our family. They help us. The way USAC determines how you get funding is that you have to include everyone. You can't say we're going to do it here and not over there. They're going to tell you it doesn't cover your entire infrastructure and they're not going to do it. That's just part of it and we're going to have to eat that 100%. But it's definitely well worth the investment because in the end if we are responsible for paying 15% on \$3.5 million, it's only \$525,000 that we have to budget. Now think of the district and this is just what I want to point out. I'm just giving you numbers so that you can be clear. Like I said, I'm

exaggerating them because I don't want to come in here and say it's going to cost 'x' and tomorrow you say, "You told us it was going to be this and it's a lot more." That's not the fact. Somebody record this and quote me on this. I'm telling you right now it's going to be less, but I want to be clear. If we had to pay \$525,000 for instructional sites and \$500,000 for sites that are non-instructional, and we have 54 buildings, we would only have to fund about \$1 million and end up saving about \$3 million. We have to do this. We really truly have to invest in the future. The decision that you make with regards to E-Rate funding today will literally carry the district for the next 20 years. Basically what we want to do is put an access point in every single classroom. It's more than just an antenna. At this point I wanted to get really technical. I was going to tell you that we need to upgrade our main distribution frames and our independent distribution frames and we need to put universal power supplies in all of the closets. Mr. Kenny Sumter said, "Hold up. We'll manage the technical aspect. Let them know that this is the end result." So if you want me to get really technical, I can. But at this point, I'm basically done with the presentation and I'd be more than willing to accept questions from anyone present.

Comm. Irving: Mr. Correa, was the proposal you're sharing with us sent to the Board yet?

Dr. Evans: No.

Comm. Irving: I think it's also important for us to get the physical proposal so that we can digest exactly how this is going to be phased, estimated costs, estimated return on investment. Everything you're saying here I absolutely agree with. I talked last year about the fact that from a technology standpoint we have to change our phone system because over the next 10 years all cable phone lines are going to be non-existent. Eventually we have to switch. The challenge is if, when, and how much. I think we have to be able to get that proposal to be able to compare apples to apples and then I think it makes sense to have the business administrator sit with us to be able to say exactly what we need to commit financially and can we commit financially this year, next year, and the year after. I guess my request is can we get that information as soon as possible so that we can have a much more robust discussion when we have the proposal.

Dr. Evans: Sure.

Comm. Hodges: We still have Lucent Technology phones. The company doesn't exist anymore.

Comm. Irving: I think that's indicative of...

Comm. Hodges: There's another aspect to this and it's a concern that we brought up in the technology committee. We're looking for a Chief Technology Officer and the question is how this rebuild takes place. One of the expectations of the Chief Technology Officer is to come up with a concept for redesigning the entire school district. So now the issue is do we go out to bid for this company to do this when this CTO may come in and say, "Let's take a phased approach and let's do this, that, and the other." What's going to happen is the technology is going to change over the course of time that we have to build all of this. So there's a question that the Board has to wrestle with in terms of do we wait for this person to come on? Do we fill these RFP responses to move forward? How do we go about this as an overall approach?

Mr. Correa: To the first question, I have a copy of the proposal. You're more than welcome to take a look at it. I'll email it to you immediately if you'd like. There's just one condition. You can't share what I'm about to show you with anyone because we literally need to indicate what our facilities look like. According to Homeland Security we're not supposed to release floor maps of school buildings for various reasons. I was advised that by Mr. Steve Morlino at facilities. He told me that we have to secure the integrity of how our actual buildings look. So I will give it to you, just don't show it to anyone. I'm going to just take the facilities aspect out and then you can take a look at the rest of that.

Dr. Evans: That needs to come to me and then I'll get it to the Board.

Mr. Correa: Yes, sir. Secondly, with regards to the new CTO coming in I just want to be clear. If you have an individual coming in that believes that when I get a device I should have to plug it into the wall for internet access, I will tell you don't hire that person. The world is wireless. The NFL right now has uniforms that when a player is running it measures what speed this person is running at. It tells you what their heart rate is running at. It tells you what the force is that they're hitting with and what their oxygen level is in their bodies. People are reading this all wirelessly and they're telling you, "How do you feel player?" "Coach, I'm good." "No, you're not. You're at 30%. Sit out for three or four plays." Three or four plays later, he's at 85%. Get in there. The world is becoming wireless. Our current infrastructure will not support a wireless world. President Obama knows this. That's why they have increased the funding to \$3.4 billion. It's a limited time. Once this money gets spent, it's gone. Paterson Public Schools is literally tier I when it comes to receiving the funding. I called Jeff Welsh. He's the number two gentleman at USAC and I spoke with him extensively with regards to what needs to be done. I didn't send him an email. I called him on the phone. Dr. Evans in a meeting once said all of that technology is great, but did someone call the person? Did someone talk to him? Did someone reach out to this individual? I called him and we talked. He told us the money is on a first-come first-serve basis and if we don't take advantage of this now, then it's our loss.

Comm. Hodges: Must it be used or applied for?

Mr. Correa: We put out the RFP for bids. They come in and we evaluate them. Once we get the RFP's then we submit the 470 indicating this is what we would like to get. So if we get a bid that doesn't come back right we can fall back and say this is not exactly what we're looking for. We need to look at something else.

Comm. Hodges: So you have more flexibility.

Mr. Correa: Yes, and we don't have to fund it entirely in one year. We can phase it out. The \$3.7 million that we have are available to us for the next five years. So we can phase in how we budget for it, but we need to stake our claim now.

Comm. Hodges: I just don't want to tie the hands of the CTO and say this has already been established and you have no say over what's going to happen and how. That's my concern.

Mr. Correa: I completely understand.

Comm. Martinez: I agree with everything. We need to see the proposal to determine how we phase it in. I get it. It's the front-end investment we need to make now to save

us down the line. It is somewhat time-sensitive. What is that timeframe? Does it have to be acted on tonight?

Mr. Correa: No. We wouldn't wait that long. The initial proposal for E-Rate needs to be in by September. We have about a month to vet the process and then by March we have time to submit the application. So we do have some time. As soon as I walk out of here Dr. Evans will have the E-Rate proposal and then from there I'm sure he'll be willing to share it with you after he takes a look at it.

Comm. Martinez: I appreciate the foresight in looking down the line and determining what we're going to need. We have a long enough runway between now and March to get all our ducks in a row and make sure, to Dr. Hodges' point, the person potentially coming in is not going to be bound to this and they're going to be able to apply this as well.

Comm. Kerr: I don't think that we should sit and wait for the IT director who will be over it to come in and determine. I think this program is needed and I believe that determination can be made before that person comes in. We go ahead and do the application, start getting our ducks lined up, and when that person comes it's just a continuation. It has nothing to do with the technical aspect of what needs to be done. It's whether or not we want this program and we're going to pursue it.

Comm. Hodges: I sort of agree with you, but there is a question mark as to what the overall structure is going to look like. That's what we covered extensively in the technology committee. I think we reported it here. It may not be a concern because of the speed with which they're moving towards looking at this individual. But you still want the technology person to have the options of putting together an overall plan. That's what I don't want to take away. But if you have to move forward to get the funding, then by all means, and we still have flexibility as part of the process. That's what concerns me. Are there any further questions?

\*Comm. Mimms enters the meeting at 7:13 p.m.

### **Partnership for Assessment of Readiness for College and Career (PARCC) Update and Plan**

Dr. Evans: The next presentation is an update on PARCC. In fact, Jazmin Parra is going to provide you updated and planning information regarding where we are. I will say to you upfront that we have begun to organize data that we recently received so that it can be displayed and shared in a way that's understandable. Jazmin's staff has been working tirelessly to make that happen. We received first the high school data and they've completed the organization of that data and formatting it in a way that's understandable. They're now working on the elementary data, which is probably going to take another week or two. Then ultimately they will begin to distribute the data among the Board, the larger community, and ultimately to the parents. I also would say to you that there is an effort to coordinate underway among superintendents across the Passaic County region. It may go beyond the region, but the emphasis initially is on Passaic County so that the release occurs countywide at the same time. Because of the kind of conversations that will need to take place to help parents and staff understand the data, the limitations, and making inferences from the data we want parents to get that information at the same time and have a context for the conversations that they will be participating in. Jazmin will cover that and a lot more. At this point, I will turn it over to Jazmin.

Ms. Jazmin Parra: Good evening. First, I will run through the presentation and then I will discuss the action plan that we're currently working on. For the test administration during the spring of 2015 over 5 million students were tested throughout 12 states. The key stats across the states were 1.2 million students were tested in one day and 204,000 students in one hour. At peak, there were 1 million testers per day times five days and thousands of hours were contributed by thousands of educators to develop the test. A change for the 2015-2016 school year is a reduction of 90 minutes throughout the assessments. For example, for grades 4-5 in the 2014-2015 school year it was a total of 10 hours between PBA and EOY. This time around, it will be eight and a half hours for the 2015-2016 school year.

Comm. Hodges: PBA and what else?

Ms. Parra: The performance based assessment and end-of-year assessment. This past spring there were two windows, the performance based assessment and the end of year assessment. This time around, they have consolidated the windows so it's approximately at the 90% mark of the school year. This time around, the testing will take 30 school days. That's the time that we have to administer the assessments to our students. The current window for the elementary is April 4 through May 13 of 2016. High school is April 11 through May 20 of 2016. In addition, this is a comparison from 2014-2015 to the 2015-2016 school year and the redesign with regards to the reduction in time. For example, at the high school level originally there were a total of 9 units, five for ELA and four for mathematics. This time around, ELA was decreased by two units and there will be three units that the children will be administered and three units for mathematics for a total of six. The next information is in reference to the score report. On here you have also the accessible link that is accessible to parents, staff members, and any individual that has access. The road to the first score report. For the first score report what obviously did occur in the spring was all the students were administered the assessment. In July and August the performance level settings for high school and grades 3-8 were done. In August through September state's k-12 and higher education chiefs reviewed and voted on the recommended cut scores. In the fall/winter of 2015 the assessment will become available and they're all available through the Pierson Access Next Site, which is where the students were administered the test.

Comm. Hodges: You take the test at the end of the year and it will become available when?

Ms. Parra: Their scores?

Comm. Hodges: Yes.

Ms. Parra: In the fall and winter and then the demographic breakdown is approximately mid-January. Originally they were saying we would receive it in October, but there were many delays and it's been pushed back.

Comm. Hodges: Go ahead. I'll ask my questions later.

Ms. Parra: During the summer for the performance level settings educators took part in Texas. We had approximately 20 individuals from the State of New Jersey that attended and assisted with the panels to review the assessments and create the performance levels and the cut scores for our students. The five performance levels are the following: Level 1, the child did not yet meet the expectations. Level 2, the child partially met the expectations. Level 3, the child approached the expectations. Level 4, the child met the expectations. Level 5, the child exceeded the expectations. What



parents, teachers, and educators need to know about the score reports is it replaces the old state assessments. They're measuring how the students are doing compared to the new state standards for the Common Core. It's also one of several measures that are used for students within their daily instruction. The score reports are valuable too because it breaks it down to see where exactly the child needs the additional support. It moves away from the multiple choice questions. As was presented last year there was the dragon drop for the mathematics. They were highlighting different aspects within the presentation. In addition, the score is going to look lower. It's new. It's something that we all need to expect and the standards have been raised for the students. For example, during the trainings with the test coordinators and the alternative test coordinators my son was used to a tablet. He might understand the content, but technology wasn't there. He's used to a tablet or an I-Pad. He started a new school and he needed to log into a section of extra math to do addition. My child did not know how to use a mouse properly or a keyboard because he was not used to it and he had not been exposed to it. It took him a few weeks to a month to understand the concept, especially on the keypad and on the keyboard how the numbers were set up. We're used to having 1, 2, 3 on the top and 7, 8, and 9 on the bottom. Every time he wanted to enter a 1, he would enter a 7. Those are some of the things that we also need to infuse in order for the students to achieve college and career readiness. For example, during the field test as well we had one particular student type up about 20 minutes of work for literacy. The child by mistake hit something and all her work was gone. She understood the content but it was more the technology aspect. So we will be expecting to see lower scores. Also, the scores are a new baseline. They cannot be compared to previous assessments at this point. Next school year we will be able to compare this year and next year. Understanding your child's state test results – this is a website, [understandthescore.org](http://understandthescore.org), that is currently available and is accessible to all to understand what a score report is. It also provides you a 4:33 video tutorial. This is something that we will also cover at a different time. Achieving grade level expectations for the 2014-2015 administration – in order for a child to be considered achieving grade level expectations for mathematics in grades 3-8 the child should be at a level 4 and 5; for Algebra I, a level 4 and 5; for Geometry, levels 3, 4, and 5; for Algebra II, levels 3-5. For ELA grades 3-8 and 9 and 10, level 4 and 5. For ELA grade 11, level 3, 4 and 5. You received a separate packet as part of your presentation for an appendix. It's Appendix A and Appendix B with your mathematics cut scores. I did not include it as part of the presentation due to the numerous slides. For example, for a cut score for a third grade student in mathematics, the child should have received in order to meet or exceed expectations a scale score between 750 and 789 or 790 to 850. In other words, the range for a third grader would be 750 to 850 to be considered achieving grade level expectations. I will also show a high school one. For Geometry, the level is 4 and 5 and should be between 750 and 850. Please bear in mind when you're looking at the cut scores concentrate on levels 3, 4, and 5. Levels 1, 2, and 3 for a few of them are exactly the same, but your changes will occur between 4 and 5. For example, once I flip to Algebra II, it changes from 750 to 807 for level 4 and 808 to 850. Can you just show the language arts, Appendix B? For Appendix B at the third grade, level 4 would be a 750 to 809 and 810 to 850. For a grade 11 ELA student, this one ranges from a level 3 through 5. So a child should be between 725 and 850. Their current breakdowns are 725 through 749 for a level 3, 750 to 791 for a level 4, and 792 to 850 for a level 5. Something we have to keep in mind is this is a starting point. It is a new baseline. The outcomes are not comparable to NJASK or HSPA. They're apples to oranges. It's not possible to draw any conclusions about change over time and how did we do compared to last year. We need to make meaning of the data relating it to our curriculum and instruction efforts and this will take time. We have started this process, but it's time-consuming and it is a full year process. It's not something that at a snap of a finger will be done. We need to reflect on the curriculum and instruction and it's an

annual effort. Guiding questions on reflection – how will we use PARCC to identify the strengths and gaps that currently exist in our curriculum and instruction? How will we use PARCC to inform conversations for our educators? What can we learn about where additional professional resources are needed to meet the learning needs of all our students? We currently have begun a process with an action plan. First, it's interpreting the data that we started within the assessment department. Once we have interpreted that data and disaggregated that information, we will be meeting with curriculum and instruction to address and see where our needs are. We have also begun the process of sending the information and presenting it to the building administrators on what we need to do, where we need to go with this information, how to read a score report, and where we can go to obtain information. We will ensure that you are properly trained as well on reading a score report. We want to ensure that we cover all of our bases. We will be reaching out as well to our curriculum and instruction staff and our school-based supervisors also training them on how to interpret the scores. We will also train our parents on how to interpret the scores to see what they can do. Obviously, this will take time. We are currently in the process of building our action plan. We currently have a draft that we have in place. We will ensure that we are going to vet it with our building administrators. We're going to vet it with the Board members as well as the parents and the community to ensure that we're all on the same page. Thank you.

Dr. Evans: To repeat some things that Jazmin said and that I said up front, Jazmin's team is busily crunching the data and displaying it in a way that we can distribute it so everyone understands what it is. It didn't come in a way that is easily understandable. They have to create tables so we can see how our students did at every grade level. The first part of that process is complete, but there's some additional work that even needs to be done there. I say first part for the high schools, but there's some additional display we need to do. It will be probably another one to two weeks with elementary. The staff is working it seems like around the clock to be able to get this data together and then get that out to principals and to the Board as well. That's the first point I want to make. Secondly, the Board needs to be the first group that we sit down and have these discussions with. One of the things that I'm going to be mentioning in just a few minutes and asking the President and the Board to do is to have a work session around two things. One is around new schools that are opening and the activity that's underway. The Board needs to inform that and tell us what you like and that kind of thing. If we can do that in one to two weeks from now and not in the televised Board meeting but in a real work session, then by then Jazmin and her group will have completed the work that they are doing. I think probably the only thing that will remain at that point once they're complete is distributing the student-specific data to parents. But we really are working to try and coordinate that with other districts as they've asked so that one district doesn't have the data and the other doesn't. Since we all got it at the same time we all ought to be ready at the same time. I'm meeting with the County Executive Superintendent and all superintendents on Friday and that's going to be one of the items we will be discussing. When is going to be a convenient time for all of us to do it? Is it going to be within the next two weeks or what? I think it's important that we coordinate with the districts around us so that other districts don't send their data out and our students and parents don't have it, or vice versa, to coordinate that initial effort. In addition, there's some additional communication that needs to be done across the district reflecting some of what Jazmin just covered but some additional pieces for teachers, principals, and so on so that when they get it they know what they're looking at, how to interpret it, and what to do with it. But obviously, the Board needs to be one of the first groups to get it and have a conversation around it.

Comm. Hodges: One of the problems is we've put off our priority discussions based on our waiting for this data. We're now looking at Christmas Eve before we have that discussion.

Dr. Evans: I know the Department of Education didn't expect it would be this late. They thought they could get it to us much sooner. The work that Jazmin and her team is doing could have occurred much sooner, but we're just now getting it.

Comm. Hodges: Our budgets will be here in February.

Comm. Cleaves: This is going back to your report, Jazmin. The reduction in time is due to the reduction in fewer units of testing that the students will have to do? They go together?

Ms. Parra: Yes, they do. Currently we do not have the manual with the updated timeframes. I'm expecting and hoping that the manual is released late December or early January and we will be able to have the timeframes.

Comm. Kerr: I'm just a little bit concerned. What do our surrounding districts have to do with the data that we get here in terms of the performance of our kids?

Dr. Evans: Nothing. It's just that our neighborhoods adjoin. So if Haledon sends their test scores home and we haven't finished crunching ours... We're the largest district so it's taking us longer to crunch the data, meaning going through and looking at everything that they gave us and displaying it properly so you can see how many kids fall in each of those 5 categories that Jazmin displayed. We just don't necessarily want our parents to get anxious because some kids have it in neighboring neighborhoods and we don't. That's the anxiety. We don't have to follow that, but we were asked to consider it.

Comm. Kerr: PARCC testing is the standardized state exam. So I think the testing would be right across the board for every community of a district. It shouldn't be us against what our surrounding towns are doing. I thought that's how the assessment would be, what our third graders do across the state. Of course, there will be a breakdown as far as the district, but I thought that's how it was supposed to be. So why is the burden placed on the district to sort out the data? The data should be sorted out at the state level.

Dr. Evans: That's a good question. Jazmin can answer that better than I. It just didn't come in a form that we could just pass along.

Ms. Parra: Can I go online and show the sample district report?

Comm. Irving: I certainly concur with Comm. Kerr that in this test, from what I understand thus far, it is going to be difficult because it's a baseline year, number one. The level of rigor was through the roof, number two, to compare us with other suburban districts. But is there a way for us to get a picture of other cohorts regarding urban districts and how they scored, looking at Paterson, Jersey City, Newark, and Irvington and just trying to get a baseline assessment? I've seen our scores. You all can go online and look it up right now. That performance was not well. I have not looked at Newark or Jersey City, but I would venture to say that they also had the same issues and problems. I just want to make sure that as we're reading it we're understanding and comparing apples to apples and not overreacting, but also reacting appropriately and saying across the cohort of urban school districts we are in line or not in line. That's I don't know. I think it would be very helpful to have that data.

Dr. Evans: I've asked for that data. I've asked for the district factor group eight data. I'm not sure when it will come because they're telling us now, as Jazmin mentioned, some of the data won't be disaggregated in ways that we want it until January. I've asked Bari Ehrlichson for it.

Comm. Irving: As soon as we have it I think it's also good for the Board just to know how our district compared to other folks in the factor group.

Dr. Evans: Okay.

Comm. Hodges: I've harbored this grudge against the Superintendent since his very first day when he brought his mission and vision. It doesn't really matter whether we're the finest urban center. That's not the highest standard, unfortunately. Our kids are going to compete with everybody, not just the urban districts. That's a major frustration I have. We say we want to be the leader in urban education. No. We want to be the leader in the country because our kids are going to be competing with kids three miles away who aren't urban centers, Ridgewood or whatever. They don't care whether you're better than Newark, Irvington, or Jersey City. You're competing against everybody to get into those colleges or to get into higher positions wherever in your career. That's really bothered me. I just want to put that out there because as we look at this data we're being held accountable for being not better than Newark but being on par with everybody in closing the achievement gap. So we can get comfortable saying we're better than some of the other urban districts, but the reality and what's so troubling about the way the state is rolling this out is we need to be able to make adjustments. Some of those adjustments occur with our budget and we don't have the time. Our discussion should occur in October and we're looking now at December possibly January for making any real decisions. In January we start crafting the budget and we have no idea where we are. I will yield to Comm. Mimms and then come back because I have some other concerns.

Comm. Mimms: Jazmin, thank you for your presentation. It was great. Is this a working document based on the fact that we don't have the actual numbers? I don't know if the data is skewed.

Ms. Parra: Correct.

Comm. Mimms: Based on this document we can't really utilize it yet. It was a great presentation, but we can't utilize it because it may have to be tweaked based on the numbers and what we're looking to achieve. Is there a model of success already out there? It's a new test, but is there a model that's been created from the state level so that when we create the model with the data that we're going to have we'll have a packet that matches that model so our children can succeed not just locally, but on a global level?

Ms. Parra: They have not sent out an actual model yet. I am assuming that's in the works. I can definitely find out for you. Currently what they are doing is just basically ensuring that everyone is able to understand the score report. Right now that is one of their goals. Their next goal is to ensure that we have the scores and that the scores are disaggregated. Unfortunately, it's taking a very long time for us to receive this information. I know we will receive another portion in mid-January. This is the breakdown. If you recall with the NJASK reports, they were much easier to read and they were separated by school. For example, with regards to the report this is a sample district summary report, which is what's provided to us. It has your PARCC consortium on the top. Then it has the State of New Jersey. Then it has the district percentages.

After that, it's broken down by school and it's color-coded by the levels. When you first look at it, if you look at the PARCC it's supposed to be levels 1, 2, 3, 4, and 5. But if you look at the first one where it says 8%, when you actually look at it and you look at the color schemes you will think that the students were on the average of a level 1 and a level 2 when in reality it's only level 1. It's a little bit difficult to read. When you keep looking where it says letter G and you have reading, those are percentages. When you're looking at that color scheme as well you have 36%, 21%, and 43%. But when you're looking at the colors it looks like they're ranging between the meeting and the exceeding expectations. All these reports come in PDF files and these are the steps that we take. We take the PDF file and convert it into Excel and it takes time to clean. Once we clean it we confirm that the data is accurate and from there we make it user-friendly and readable in a chart table format. When you receive the reports it will have the PARCC consortium, the state average, the district average, and the school information. When the schools are receiving it it's an easier view. It's a table. It will have level 1 and their percentage, level 2 and their percentage, and so on and so forth. Then the last column will have achieving grade level expectations and their percentage. When I first looked at this I said, "What is this?" When we were trained they just said this is what the sample looks like and they do not go into detail. As I'm reading it and you're looking at the colors, as soon as you see this you're going to think, "Wait a minute. This says 8%, but it's at a level 1 and level 2. How is that possible?" In reality, it's not. It's just a level 1. It just happens to be the way it's presented. For me, it's not as user-friendly for everyone to read and automatically understand.

Dr. Evans: Said in a different way, just to repeat what Jazmin just said, the table is misleading. The color bars don't coincide with the numbers. I think there was an original intent for that to happen. You look at that and you think you know what the percentages are, but you really don't. Everybody is doing this, not just us. That's why everybody is taking it and converting it into tables so you can see exactly how many kids were in the first, second, and third groups. That's the process Jazmin is taking us through right now. It is hard work.

Comm. Mimms: I would like us to take a more proactive approach. With all the work that's involved and all that you have to do to get the data skewed so it can be accurate and specific to this district it would be great if we could even build our own model in the district and challenge it to other districts that are doing a little better. I saw some of the scores and they were not that great. So I'm not sure what district we can challenge it to, but if we build an internal model here it will give us a jumpstart. So when the state does whatever they're going to do we can use that as a model of excellence for our district.

Comm. Hodges: Exactly. There's going to be an inclination on the part of the curriculum department to say we have some areas of concern that we have to address. They assured us that they still have the strands as part of the testing that you can look at and figure out where there are some consistent major areas of concern. The problem is the timeframe when the data comes back. We're going to be asking them to make adjustments on the curriculum. They're going to need funding for that. How do you build a budget in order to respond to this?

Dr. Evans: We were told, and correct me if I'm wrong Jazmin, that this year is an anomaly as it relates to that time because it's the first year. After this year we expect to get it late spring/early summer.

Ms. Parra: Yes.

Dr. Evans: But because this is the first year there were a lot of bugs to work out.

Comm. Irving: All the systems they have now were not in place. You have to remember they had to create the system so the expectation from the Department of Education now is that because they're in place it's a matter of aggregating the data and uploading it to the system on an annual basis.

Comm. Hodges: But even then the teacher is not going to be helped. If you're getting it at the end of the year the teacher can't help you in terms of saying, "How do I make corrections to what the student is learning?" It goes to this next teacher to go back to the year before basically.

Comm. Kerr: At least we know what to look for in the test right now and we know where we are in terms of our kids' performance. We know the kids that we send away to do the test. We know what they are able to do. We know our areas of weakness in this district.

Comm. Hodges: Not according to this test.

Comm. Kerr: Listen, English is English and math is math. If you can't do it, you can't do it. We know where we are doing well and where we aren't doing well.

Comm. Hodges: Math has changed according to the Common Core. It's not math anymore. It's a whole different world. They don't do what we used to do.

Comm. Kerr: We know what the PARCC looks like and administrators in the district know where to step up on. I think they do.

Comm. Hodges: I'm not questioning their ability. I'm questioning the funding. That is what the issue is. Next year we stand to be flat-funded and we're going to have to respond. They're going to be coming with curriculum changes. All that stuff costs money and we don't have a clear sense of how much is going to be needed here because we're in December and January is the budget. You have to make all these judgments. You still don't have the data in a presentable form. We have a really rough year coming in terms of the budget. If we had to lay off people this year, think about next year. We don't have the slack of the play. It's going to get ugly. So when you're looking to see how to respond to finding money to making these improvements you can't plan it because you're up against the budget. It should have been back in October when they started planning for the budget.

Comm. Kerr: The point I'm trying to make is that the administration already knows where the pressure points are and they need to make representation to help fix some of the problems. If you don't do it then you're going to be hit harder next time.

Comm. Hodges: That's what I'm worried about. We're going to be hit the next time around and we weren't able to make the appropriate adjustments that we needed to make in part because we didn't have the data in time so we could gauge how much funding we needed to carve out and the priorities we needed to establish in order to get that done. That's what my concern is. I guess it is what it is. Are there any further questions? Thank you very much.

## **REPORT OF STATE DISTRICT SUPERINTENDENT**

Dr. Evans: One of the items that is included there is PARCC information. I just made some of the comments that are represented in the bullet points there. There were one or two other items that I wish to mention, beginning with Item 1. You have a copy of the

memorandum that has updates as the subject. We were very pleased to receive recently the final iteration of our graduation rate for the Class of 2015. Once again, we've increased. You have attached to this document a table that illustrates graduation rates between 2009 and 2014 using the cohort method. Then you have attached to it an email from Ms. Shafer indicating that we have been very pleasantly surprised. We were hopeful it was going to go up. It indicates that this past spring's graduation rate is 78.2%. It went up by exactly four points. So we're very pleased with that. We continue to make great strides as it relates to graduation rates. The second item in that communication involves the opening of the new schools. As I alluded to earlier as we were talking about the test scores, I was mentioning that I am asking that a Board work session be scheduled. One of the two topics is the opening of those schools. The Board obviously needs to share with us their thoughts and maybe hear where we are in planning and advise us in terms of what you'd like to see as well before we get too far down the road with the planning. There are arrangements being made. We have to make decisions with regard to attendance areas and we have some definite thoughts about that that we want to share with the Board and get some feedback and those kinds of things. Mr. President, I'm asking if we could get a workshop scheduled for the purpose of talking about where we are and hearing from the Board. Also, by that time we should have the final information from Jazmin that reflects the tables that indicate where we are with PARCC scores.

Comm. Hodges: Between now and Christmas?

Dr. Evans: I would like to do it, but if we can't, then as soon as we return back. We have a workshop obviously scheduled for early January. That's the reorganization meeting. Perhaps we could have one.

Comm. Irving: Let's just do another meeting. My suggestion would be to make sure it's on the calendar of the new commissioners. We don't want to choose a date that three people aren't going to be able to make.

Dr. Evans: Very good.

Comm. Hodges: We still have to do budget priorities for this year. The question I have is could that meeting do both.

Dr. Evans: That means three things then.

Comm. Hodges: You have new schools and PARCC.

Dr. Evans: Again, it's the Board's pleasure. If the Board wants to do three topics then we'll do three topics. It's your call.

Comm. Irving: It's only three topics and we're doing it in a workshop setting, it takes us almost three or four hours for our meetings most times. We take an hour apiece and try to hammer it out. It will be a great welcome session for you three.

Comm. Hodges: It makes sense because that way we can at least say that we got the priority session before. You don't want to go into January talking about the budget.

Comm. Irving: We'll let that be the first thing we discuss.

Comm. Hodges: Next week? Two weeks?

Dr. Evans: My suggestion is that the President works with Cheryl, poll the Board, and then identify dates that work for the Board. The last item that I wish to mention is Item 4 on that memorandum. You recall in a recent meeting a representative from Conner Strong came and shared with you a concern that they observed and shared with us. It obviously became a concern for us because it had some serious fiscal implications as it relates to the increased costs of compounded medications. They strongly recommended that we impose a requirement for preapproval for filling them. That doesn't mean they won't be filled, but Express Scripts will require that if it's a compounded prescription that they get it, review it, and then pre-approve it before it's filled. That's the only change. The Board gave some feedback. Conner Strong has met with PEA. I've had conversations with the PEA President and with the President of the Principal's Association. We've had several discussions with staff internally in terms of making the decision. The outcome of that is the decision to go ahead and impose the recommendation that Conner Strong is making. You recall in that conversation he indicated that what we're looking at is a \$13 million cost as compared to in recent years less than \$100,000. The increase was just that dramatic. After reflecting on all the conversation, including the Board's conversation, we're going to impose that effective January 1. We're emphasizing the only change is the pre-approval process for compounded medications. That concludes my report.

## **REPORT OF BOARD PRESIDENT**

Comm. Hodges: I want to report to you the delegate assembly results. We had come to the Board and asked them to support a resolution on the part of Highland Park. They asked to challenge the hold harmless language that was introduced into the budget language in the state. That language passed by the legislature. Highland Park is a small district and they asked us to support their legislation with the School Boards. When they presented it to the School Boards Association, Darcy Simoneski and I via phone conference presented the resolution to them that you supported and the School Boards Association adopted it. That meant that the body at large had to accept it. What I want to tell you is the delegate assembly voted 99% to 1% to accept that language. There's a concern out there about this hold harmless measure because there was virtually no opposition to it. Charter schools are part of the School Boards Association so guess where the 1% came from. This is a dangerous piece of legislation if for no other reason that we get a significant number of students return from charter schools because they cannot provide the special education services. So those kids come back and this measure says if they lose those kids we have to pay them for the loss of those kids and teach those kids at the same time. In addition to that, if you are a director and you're competing with public schools and you have this cohort of students who are struggling at the bottom of your academic range you may do what Tech does and have family conferences with them and have them wind up back in the district. This then enhances your academic profile at the expense of the school district. That's what everybody is looking at. Those are the arguments that were placed before them. This is the concern, that they will now be able to get rid of those kids that are the largest academic and financial drag on their system and developed an enhanced educational program as a result, a profile for themselves at the expense of the overall districts who can't get rid of those kids. They have to take them and they have to educate them. 99% to 1% in favor of the language, which I think is a huge message for our legislators. They're now going to be advocating to do something about this. Paterson was instrumental in helping to bring that message to the state. I wanted you to know that.

## **PUBLIC COMMENTS AND SPECIAL SESSION ON POLICY FOR SECOND READING**



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

Ms. Marcella Simadiris: Peace and blessings. I'm speaking today again about Sustainable New Jersey. I received an email from Dr. Newell informing me that the district is going to reach out to schools to see if they're interested. I'm really looking for leadership just to pass the resolution because it just provides access. In other words, no one is going to be required to participate in the program, but if there are teachers that are interested in applying for the grants they'll have the opportunity to do so. I'm not the only one that's familiar with Sustainable New Jersey. There are a number of educators within our communities that do want to partake in the program. I'm just looking to get rid of some of the bureaucracy within the system because I think too much energy is being put to things that really aren't impacting our children or doing anything for our children. We have children dying on our streets all the time. These test scores mean nothing and do nothing for that piece. All the energy towards that I don't really feel is that helpful. Again, I'm going to reference Mazel's hierarchy of needs because achievement comes third on that pyramid. If you're not dealing with the basic needs and you're not making these children feel good about themselves, if you're not making them feel accepted and loved, I don't care what's going on at home, I'm saying within where we impact them, if we're not doing that for them, they're not going to work for us. Keep on demanding achievement from them and you're not providing equity. Look at their schedules. Look at the schedules of children in the suburbs. My students at School 4 do not have art or music. Their recess is taken from them as a punishment. People think recess is a privilege. Recess is not a privilege. Recess is a necessity, especially for those students that cannot sit down in the class for long periods of time. They are required to have 90 minutes of math and language arts. I wasn't a good student. I would not have been successful with that. That would not have worked for me as a child, so I can just imagine how it is for some of the other children, especially boys. When there was a fire at School 4 there was looting the weekend afterwards. I lost my equipment for music and music is a huge part of my PE program. My PE program is really suffering. The kids are more manageable when you have music. You signal for them to stop and go. They know when the music is on they can talk and they don't have to be still and listen during the activity. It just makes it more fun. I'm looking to see if anybody can help me in acquiring a music system for my class because it's definitely not the same. 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.**

Dr. Evans: The speaker left, but I wanted to say we have insurance coverage but below the amount that you have to exceed before the insurance kicks in. We will replace the equipment she's talking about. I'm hearing it for the first time. Ms. Shafer is aware and is on it, but that equipment can be replaced.

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

### **Resolution No. 1**

BE IT RESOLVED, that the list of bills and claims dated December 2, 2015, beginning with vendor number 86 and ending with vendor number 799444, in the amount of \$7,430,598.32, and checks beginning with number 195927 and ending with number

196467, in the amount of \$9,234,307.93, which were approved on November 18, 2015; and

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

**It was moved by Comm. Irving, seconded by Comm. Mimms that Resolution No. 1 be adopted.**

Comm. Hodges: You're saying this was approved?

Comm. Kerr: I think it represents the bills list. The fiscal committee went through it and approved what they saw. It's now presented to the Board.

Comm. Hodges: It was approved for submission.

Comm. Kerr: Yes. It was approved at the committee level.

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

### **Resolution No. 2**

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

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

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

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

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

### **CONFERENCE/WORKSHOP REQUESTS**

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Laureen Moloney	NJICLE Fall CleFest	November 23, 2015	\$190.00 (registration)
Risk Management Officer	Woodbridge, NJ		
Neville Williams	NJ Law Center 2015 Local Public Procurement	December 4, 2015	\$140.96 (registration, transportation)
Supervisor of Purchasing	Neptune, NJ		

Eric Crespo	Techspo 2016/NJASA	January 27-29, 2016	\$725.22 (registration, transportation, lodging, meals)
Executive Director of Humanities	Atlantic City, NJ		
Susana Peron	Techspo 2016/NJASA	January 27-29, 2016	\$750.22 (registration, transportation, lodging, meals)
Assistant Superintendent of Academic Services/Special Programs	Atlantic City, NJ		
Dennis Vroegindewey	Techspo 2016/NJASA	January 27-29, 2016	\$725.22 (registration, transportation, lodging, meals)
Director of Instructional Technology	Atlantic City, NJ		
Anthony Cavanna	Techspo 2016/NJASA	January 28-29, 2016	\$754.80 (registration, transportation, lodging, meals)
Executive Director of Principal Evaluation and Coaching	Atlantic City, NJ		
Lisa Pollak	NJICLE – The All New 2016 School Law Conference	February 24, 2016	\$220.00 (registration)
General Counsel	Woodbridge, NJ		
Lance Gaines	Rutgers Public Purchasing Program, Center for Government Services	April 13, 20, and 27, 2016 May 4 and 11, 2016	\$945.00 (registration)
Teacher/School 10	West Orange, NJ		

**TOTAL CONFERENCES: 8**  
**TOTAL AMOUNT: \$4,451.42**

\*For Ratification

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

### **Resolution No. 3**

To implement a supplemental elementary language arts and math literacy (SELAM) extended day program to address the needs of struggling learners in grades K-2. Said needs are based on STAR Early Literacy, STAR Reading, and STAR Math assessment results, report card grades and teacher recommendation. The program would run Tuesday, Wednesday and Thursday December 2015 – June 2016 when Paterson Public Schools are in session full days. The program would support math and language arts literacy basic skills and critical thinking skills utilizing student instruction planning.

Whereas, the Paterson Public Schools, supports and encourages the Paterson Public School Number Twenty Six's students to participate in the SELAM extended day program December 2015 – June 2016 Tuesday, Wednesday and Thursday when Paterson Public Schools are in session full days.

Whereas, the SELAM extended day program would provide students with additional abstract and tangible experiences that supports and enhances the academic knowledge and rigor that is provided to the students during the normal school day, and

Whereas, Paterson Public Teachers will provide instruction services to facilitate this venture, and

Whereas, the SELAM program will be funded from the Paterson Public School #26 budget at a cost of \$31,360 not to exceed \$37,000.

Whereas, The Paterson Public Schools Strategic Plan, District Priority 1: Effective Academic Programs, Goal 1 – Increase student achievement with extended learning opportunities: This program will contribute to 1. Language arts literacy comprehension meaning and 2. Mathematics understanding and reasoning namely counting and cardinality, operation and algebraic thinking and measurement and data. Now therefore,

Be It Resolved, that the Paterson School District approves this educational opportunity for P.P.S. #26.

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

Comm. Hodges: I just need a little clarification on this one.

Dr. Evans: It's an extended day program. We are making a concerted effort to ensure that particularly around PARCC preparation and other kinds of things where it's clear we have students who need some additional support that that support is provided. I'd call either the assistant superintendent or Ms. Peron for specific details beyond that. This originated from the school.

Comm. Irving: Was it budgeted for?

Dr. Evans: Yes.

Comm. Kerr: From the school budget?

Dr. Evans: Yes. We did some from Title I or NCLB, but school budgets cover a lot of it. My assumption here is this is from the school. I can look at the account number and tell you. If you continue on I can tell you in just a second. All I need to do is see the account number.

Comm. Hodges: Will we have to vote for it?

Dr. Evans: There's no vote.

Comm. Irving: Just withdraw your motion and we'll come back to it.

Comm. Hodges: This is the last one.

Dr. Evans: Yes, it is a school account. This is out of the school's budget.

Comm. Hodges: Okay.

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

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

## ***Curriculum and Instruction***

Comm. Hodges: Curriculum has not met. We were forced to reschedule. Unfortunately, I had to go to Trenton on Monday. Our meeting will be next Monday. Were there any questions that presented themselves to you?

Comm. Martinez: I had a question about A-6. Do we have a copy of that to take a peek at it?

Comm. Hodges: The revised Code of Conduct.

Comm. Irving: It should have been in the packet.

Comm. Cleaves: It's under curriculum.

Comm. Hodges: I just want to point out we had some discussions about this. In terms of curriculum, the approach has been to remind people that the responsibility of curriculum is to find out what the Board wants to see done in curriculum. The resolutions are basically the response to what the Board wants to do, not the beginning point. It's the response. You can ask questions and find out the applications of why things are being done and how this affects us overall in view of Dr. Evans' goals. We've had long meetings in curriculum about just why things occur, and more importantly, particularly in view of how we're going to have fewer and fewer dollars to spend on this, how we're expanding the so-called positive and productive courses to expand that information across the district. That's going to be an increasing problem for us because we don't have the ability to just have School 9 have this wonderful program that's not being available in other places. Is there anything further about the curriculum?

## ***Legal***

Comm. Irving: We didn't meet this month.

Comm. Martinez: I do have a question in legal. It came to my attention that there was a posting for a Deputy Counsel position. It's news to me. What was the process in coming about this? Is this a position that was budgeted for?

Dr. Evans: There were resignations in the department. It's replacing folks who are leaving. I can give you details in executive session. There are folks leaving and we are simply replacing them.

Comm. Irving: This is the first time I'm ever hearing about this. Is the position budgeted for?

Dr. Evans: It's an existing position already and it's budgeted for.

Comm. Irving: Are we sure about that? I remember last year we took it out of the budget. I remember specifically that position we took out of the budget. I just want to make sure.

Dr. Evans: The title is what you're getting at. I understand where you're coming from.

Comm. Irving: We had a conversation about this. If it ever was to come back up we were going to have a conversation before we went out to have a Deputy General Counsel.

Dr. Evans: That is correct.

Comm. Irving: Is it budgeted for? I'll just ask you. Daisy, is it budgeted for? You have to reclassify the title.

Ms. Daisy Ayala: Yes, that position was cut last year.

Comm. Irving: How do we post for something that's not budgeted for?

Ms. Ayala: As Dr. Evans said, there's been a resignation.

Dr. Evans: There has been a resignation. That's where the funding is coming from. An existing position that someone is still in but won't be there.

Ms. Ayala: And you're going to reclassify that.

Comm. Irving: You can't post until you reclassify positions.

Dr. Evans: Mr. Irving makes a good point. Really, the personnel committee needs to have a discussion around this. Ultimately, as you suggested, we're changing the title. That's something we said we would discuss.

Comm. Irving: Fair enough, but is the job posted?

Comm. Cleaves: Yes, it is.

Comm. Irving: That's a problem.

Comm. Martinez: That speaks to a larger problem. We had our personnel meeting last Monday and I just found out about this earlier today.

Dr. Evans: Oh, you didn't know. I see your point.

Comm. Hodges: ...which brings me to question the reorg chart.

Comm. Irving: I'm sure it wouldn't be on the reorg chart if it's not a position. It's just a matter of process. I'm stealing your thunder on this whole finance piece, but Flavio has been on a tear recently about making sure that if a position gets moved or removed from the organizational chart that it be reclassified. There's a process for that and it's a violation of QSAC if we don't follow that process. Even if you're going to merge positions, I know we have to reclassify the position.

Ms. Ayala: You have to reclassify it through a personnel transaction form.

Dr. Evans: That's correct.

Comm. Irving: Knowing this I want to make sure that people locally who are lawyers in our town get an opportunity to submit for it. When does the posting close?

Dr. Evans: At some point we should have a discussion because there has been some communication to that end. There's an important step that wasn't addressed through the personnel committee in terms of process. You're absolutely right.

Comm. Irving: When does the posting close? It closes Friday?

Comm. Martinez: This posting went up last week. That's problematic. This posting went out last week. Personnel met Monday and it wasn't brought through personnel in committee. I found out about it through someone inquiring about a posting. That's how it came to my attention.

Dr. Evans: I actually thought it went to the personnel committee.

Comm. Irving: Can we pull the posting until it gets vetted by personnel, please? I'm extra sensitive about this because of the drama we went through before with it. I would hope that before it came back up that it would have been vetted so we don't have to have this drama.

Ms. Pollak: I mentioned it to the legal committee that was on the phone at the time.

Comm. Kerr: We have seen this happen too many times. I think we should speak to the issue across the board because I've seen it happen in other areas. We fold our wings and say nothing. It's a practice that we have grown to accept so we can't cry now because this happens. It's been happening for quite a while now. When it's convenient for us we accept it and when it's not we scream about it. I am against this. I'm disturbed by it, but I would like for us to stop it. It doesn't matter who it affects.

Comm. Irving: I agree. Comm. Kerr is right. We put safeguards and an SOP in place to avoid this.

Dr. Evans: There is an SOP.

Comm. Irving: Again, for a position of that importance to be reclassified, I just think that's something the Board should know about. The Board should have a conversation with the Superintendent and Annalesa about the needs of reclassification and consolidation. We've done that. The same positions for certain staff that's here have been reclassified and have been rejoined. That was after we had a conversation with the Board saying we're moving this person out and these two positions in. It just makes for a much cleaner and above board process.

Comm. Hodges: Dr. Evans, I'd like the recommendation of having it pulled and having it go through the normal channels as it's supposed to do. Then you can resume after personnel has had a chance to evaluate it.

Comm. Cleaves: I second your recommendation.

Comm. Hodges: This has to stop.

Comm. Martinez: To be frank, this doesn't sit well with me because this is not the first time something like this has happened. Furthermore, it's not the first time it has happened with this same position. Third of all, had it not been brought to my attention this morning it would have brushed right by and it would have been out there closed and we would have no course of action. That's problematic on a lot of different levels.

Comm. Hodges: I'd like to see that done.

Dr. Evans: Let me say we did agree on the process you're talking about and I was informed, well I thought, that it went to the personnel committee but maybe it was the

legal committee. It went through that process and now I'm hearing it didn't go through the personnel committee. But you're right, we did agree on that process and there is a standard operating procedure that we follow in doing that. Absolutely!

Comm. Hodges: So we're requesting that it's pulled and be reviewed appropriately through the personnel committee. Was that your instruction to human resources?

Dr. Evans: Yes.

Comm. Hodges: The other thing is the reorg chart. Where are we with that? Has the state approved it?

Dr. Evans: All but three units. We have it. I can give you a copy. Your copy is still on my desk. Actually, the entire Board needs to get it.

Comm. Hodges: This week or next?

Dr. Evans: You can get it tomorrow.

Comm. Hodges: It will go out tomorrow with the reorg chart. Okay. The lease for this building... I hesitate to even have this discussion.

Comm. Irving: There are some concerns and questions we had about the lease for the building.

Dr. Evans: I'm going to ask Ms. Ayala to be a part of that discussion.

Comm. Hodges: It won't be a long discussion in executive session after this meeting. There has to be something said about that.

### ***Policy***

Comm. Hodges: Policy didn't have a meeting.

### ***Fiscal***

Comm. Kerr: The fiscal committee was scheduled to meet last Thursday. Unfortunately, committee members were unable to make it. The BA and myself showed up. We looked at the bills list. Tonight we have C-1 through C-14. Is there any discussion? On C-12, I need some further explanation. What will this consultant be doing?

Dr. Evans: This person is a human resources expert and he is actually the person who has been working with us through the RIF last spring. We needed him to come back, particularly during the transition period, from when Ms. McKoy was in place through the installation of a new HR director to make sure we were acting consistent with requirements of law, best practice, and those kinds of things as we restructured the unit. That's what he does.

Comm. Kerr: How long is this contract for? Is it on a per diem basis?

Dr. Evans: Yes.

Comm. Kerr: So what's the daily rate?



Dr. Evans: We'll have to pull the contract. They're pulling it.

Comm. Irving: The contract ends when?

Dr. Evans: When we get a new HR director on board.

Comm. Kerr: On C-13, can you tell me last year how much the district expended on blacktop and concrete work?

Mr. Steve Morlino: I would have to look at that, but I believe it was in the \$200,000 range.

Comm. Kerr: The reason for the question is because I know the district is under severe financial constraints. Because we say not to exceed, once we vote and we say that's your limit, then there's a tendency for us to go as far as we can go to that amount. I'm just concerned if we lower that number the possibility is that we try to keep things...

Mr. Morlino: This is the revised number that we had lowered. We had lowered the number of all these contracts originally and we already reached the threshold. This contract is for repairs. We don't do any paving. There's no paving being done for resurfacing. This is being done to fix potholes and large gaps in playgrounds where we have to excavate pipes, repair the pipe, and then we have to repave that area. That's what this is for. We're not paving any playground total areas. We just don't have the resources.

Comm. Kerr: I know we don't have any of those to be done.

Mr. Morlino: We don't have any to be done? Unfortunately, we have a lot of them to be done and we have a lot of tripping hazards. School 19 is a wonderful example.

Comm. Kerr: Are we going to be doing School 19?

Mr. Morlino: Not with this contract. School 19 is an SDA 13A grant project. It's coming in at about \$800,000. It's in the design stages. We reported to the facilities committee last night. All of the engineering is being done. That project has escalated several times based on engineering studies that have been done. They did some tests of the potholes there and the price keeps escalating because of the subsurface conditions, the retaining wall, the fencing, and the playground surfacing. Some of the drainage piping has to be replaced. That project is totally separate of this.

Comm. Hodges: It will soon be the Taj Mahal.

Comm. Kerr: Good representation gets you that kind of stuff.

Mr. Morlino: This is mainly for repair work that's being done where we have potholes that appear, storm drains that collapse that have to be fixed and resurfaced.

Comm. Kerr: I would at least rather see...

Mr. Morlino: It can be reduced, but I'm telling you we're just going to come back to you again. Nothing done here is being done for beautification purposes.

Comm. Kerr: I know that, but when there's scarcity of funds you just have to adjust your expenditures. This is kind of generous in my judgment. I think we should keep a little bit more to what's real. You have explained it to me and I'm satisfied with that.

Mr. Morlino: Sometimes we also weigh the risk management aspect of it. Sometimes if you don't do some of this work it's going to far exceed \$300,000 in the lawsuit that occurs because someone falls in a hole that we failed to repair. Those are some of the things we deal with. All for savings costs, but sometimes...

Comm. Rivera: I just want to say something in general. As you're all aware, this is fiscal related. The state is contemplating giving our district local control in the finance area. Correct? I used the word "contemplating." I'm going to ask and I hope the Board supports my request from the administration. We need to work together as a team and we need a lot of checks and balances in place. This is a good example of how in an agenda we put certain items and the perception as the public is viewing this is that some of these contracts were vetted out in fiscal. I'm glad Errol being present at the meeting was able to notice these items that were there. Again, I had this request previously. I just don't do it when the camera is on. I do it whenever we have a meeting. Going forward, any contracts or leases that have to do with awarding funds, let's please vet it out through fiscal. This is a process of checks and balances. Again, a lot of the decisions that are made by the administration need to be questioned and that's what we're here for. On that note, given that we might obtain the finance area I want to ask the Board for their support. As best practice according to the state, they recommend from time to time that we rotate our auditors just to maintain that independence. This is from experience. I know the reorg is coming up and I just want to entertain that instead of awarding or obtaining the services of an audit firm, let's give the benefit to the new members and let's just contemplate switching the audit firm if the Board agrees. We need a fresh eye. We're going to have this discussion later on, but I just want to make sure that it's not in the reorg. We can look at the pros and cons of keeping the ones we have or getting a new one. There are a lot of positives in keeping the same one. I'm just throwing this out so we can have a discussion as a Board to see if it's our wish to switch or not. This is just my opinion. At that time we'll have a discussion about it. The state has not been able to put legislation in place to obligate any district, municipality, or county to switch auditors every given time, but we just want to send the message as a Board that we're being responsible and we are going to try to use what we believe are best practices to oversee the fiscal operations of the district. We just want to send that message with your assistance.

Comm. Irving: How long have we used the current auditors?

Comm. Kerr: The auditing firm? We've been using them from as long as I'm on the Board. Nine years.

Comm. Irving: I think there is something to say after a while for anybody who does any particular service it probably make sense to change it or cycle out. Is that a standard practice?

Ms. Ayala: When I first got here we had Weiss. They were our auditors. We went out for RFP and then we have Lerch, Vinci & Higgins now. We did another RFP. It is best practice in order to get different auditors. But the response to that was about \$70,000 more than what Lerch, Vinci, and Higgins gave us. The services are pretty much the same. Auditing is auditing. We went with Lerch, Vinci & Higgins and we will continue to do that. I know it's a professional service and we don't have to do an RFP, but it's a best practice of the district to continue doing that.

Comm. Rivera: I understand, but we did a three-year RFP. I believe that we should do this practice yearly. Although we did it for three years, we're not obligated to stick with this company.

Comm. Irving: We did the agreement for three years so we didn't have to procure every year, but we have the option.

Ms. Ayala: Correct. We lock them at whatever that fee is for three years.

Comm. Rivera: I understand. Let's talk about this in a different setting. It is interesting how we talk about fees. It's important. We should talk about fees with everything. That's why I'm saying every contract should come through finance so it can get vetted out. Maybe that was the best price at that time, but for professional services you don't always go with the best price. You don't do it for legal either, trust me. It's just something we need to discuss as a Board with the administration.

Comm. Martinez: That's not my area of expertise by any stretch of the imagination, but I think it does make sense to have the option on the table of looking at another set of fresh eyes coming in. Sometimes you do something for that long and it becomes old hat and you become very set in the routine. So it might not be a bad idea to have someone else come in and just look at it from a fresh perspective and see if there's anything else they can pick up on. To Comm. Rivera's point, that's a larger conversation for another time, but I think it's definitely worth at least looking into.

Comm. Hodges: I'm just going to remind folks that cost is going to be a big problem year. You thought what transpired last March was ugly, but think about this year because we're going to be at least 6% down in the hole from where we were this year. I agree with you that you want fresh eyes, but I don't know whether you want to pay \$70,000 difference. If you can craft the RFP so that you have some increased flexibility, but that three-year period may tie them into a cost range. That would be preferential. I really don't know. If not, I'm not tied to any of them. The problem is I would be hesitant to eat \$70,000.

Comm. Rivera: Me too. Nobody is saying that. The amount was never discussed here. What I'm saying is we can do another RFP if we wish to. There are different options to do this. They are professional services. No one is saying that you would rather pay someone \$70,000 more than what the current auditor is currently charging. What I'm saying is as a Board and with the administration we should discuss this more. It's just an idea that I brought up. We should have a bigger discussion about this. If it's the wish of the Board at the end to explore this option, then let's entertain it. At this time, I'm not asking for us to entertain it right now. It's just something that I'm asking that we should work on and not put this company in the reorg. That was the intent of this whole comment, to make sure that we don't have this company in the reorg. There's no need. The audit is in June or July. The fiscal year ends in June so there is no need to do it in the reorg, the first meeting of the calendar year.

Comm. Kerr: If you shut them out in the reorg meeting would it be possible? There are two questions here. If you shut them out in the reorg when you're sending out an RFP for that particular service would they be included?

Comm. Rivera: They have the chance to also respond.

Comm. Kerr: Right. What if they do respond and they are the lowest bidder and there's a history of excellent service to the district. What do you do with that?

Comm. Rivera: The RFP doesn't necessarily have to go to the lowest bidder. We would not award something that's \$70,000 higher. From experience I'm saying when a person is doing an audit in a company for a long time sometimes the auditors hold back certain things because they want to make sure that the administration maintains them. All I'm saying is we want fresh eyes. We want to start fresh.

Comm. Kerr: I understand that. I think right now we have a case where the lowest bidder never got the contract. Am I in line here? I think there is some issue with that. There was. So what I'm saying is there are grounds for a company to file a lawsuit because if they have excellent service and the history is good, they put in an RFP and they're the lowest bidder, what are you going to use to disqualify them?

Ms. Ayala: If the difference between both vendors is \$5,000 and you look at the services that are rendered, you have to measure why you're going to go with the guy that's offering \$5,000. We know in this case we're looking for fresh eyes and they're providing additional services that the current auditing firm is not providing. We can do that.

Comm. Kerr: But all of that would have to be in the bid specs.

Ms. Ayala: Right. So we have to revise the bid specs.

Comm. Kerr: If you put bid specs out there and the company fills all the requirements for that spec and they came in below and besides that they have a history with the district, how would you disqualify them from not getting the bid?

Comm. Irving: It's the lowest responsible bidder. I agree with you, but the language exists in professional services because there might be caveats within a particular RFP response that might mitigate even though it costs more. I agree with you, but the language exists.

Comm. Kerr: The point I'm making is that we ran into that problem and the district had to pay because of that. The suit was brought against the district because of that. That's the argument I'm trying to make. The other point I'm trying to make is if you establish that precedent what will happen to other companies? Do you want a fresh set of eyes? Would that be applicable to other companies also?

Comm. Rivera: I'm sorry I got the way I got. First of all, professional services are supposed to be for 12 months. We did an RFP for three years. We also have a lawyer here that we pay enough money to give us legal opinions on certain things. So if there's an issue with us doing this, that's what we have a legal department for, to advise us. We're not moving on this right now. In the reorg meeting we're not going to vote against the auditor. We're just not going to have the resolution to obtain the services for them at that meeting. That's all I requested. Right now we're not saying. We're going to have the discussion later on. Your questions are valid, but then I have another question. Do we do RFPs for legal services?

Ms. Pollak: Yes.

Comm. Irving: We've done RFPs?

Ms. Pollak: Yes.

Comm. Rivera: Yes.

Ms. Pollak: We set the rate.

Comm. Rivera: We set the rate. So can we set the rate for auditing services? That's what I'm saying. That's what I'm talking about. Let's not have double standards here. I'm a Board member. I'm just offering some things just to change the way we do things here. We're talking about one contract from one auditor when we have many contracts for law firms. I'm sure if we do an RFP requesting I'm sure a lot of people are going to come lower. But by law you don't have to go to the lowest bidder when you're going for professional services. Am I correct about this? Can you speak into the mic please if you don't mind? I just want to hear it from you and maybe we can put an end to this discussion. Do we have to go to the lowest bidder?

Ms. Pollak: No.

Comm. Rivera: The answer was no.

Comm. Kerr: But you have to justify the reason why you don't go to the lowest bidder also.

Ms. Pollak: No.

Comm. Kerr: Okay. We're done with you for tonight, Daisy. Are there any other questions?

### ***Facilities***

Comm. Hodges: Facilities met last night and we had full attendance, which was unusual. You have the facilities report in front of you. I'm counting because tonight we've had enough people leave the table and left us with four people instead of the five. I'm making sure we don't do that again. That's a concern. It's happened tonight and other nights. On work orders, we have a monthly total of 829 new requests, 105 completed, 498 pending, 147 forwarded to vendors, 79 miscellaneous. We have a number of items that are being addressed throughout the system. There was a retaining wall, which was mentioned earlier, at School 19 and a whole other scope of work which is in front of you. Again, they're going to turn that into the Taj Mahal or someplace equally as lavish when in fact we were supposed to close that school and turn it into a daycare. That's another issue. There's nothing new at Marshal Street. At School 16 there are a number of items that are being worked on and being considered. I really want to focus our attention to the Colt Street project, which has a number of concerns. Regarding the elevator and the fire escape, it is still not complete. There's some question about engineering signing on to enable us to get an approval for our CO. We're waiting for final inspection, but it raises the question about whether or not we will be prepared in January. That's the issue. We're already at December 2. They were supposed to move equipment from HARP on the 22<sup>nd</sup> and we don't have two key items settled. So there may be some concern or a need to address the parents to alert them that there might be another delay based on where we are now. It's a possibility, as opposed to having it at the last minute. You won't get them over the Christmas holiday, so it might be wise to say this might be a concern. It's not district-related. These people who are providing the services to us are causing this holdup, but it may be a problem.

Comm. Martinez: So we're still waiting on that elevator part from California?

Comm. Hodges: The elevator part came in, but we're waiting for cabling. That's number one. The fire escape has been constructed, but the fire department wants the engineer to confirm that it is fully compliant.

Comm. Martinez: This keeps getting pushed back. It was supposed to be January and feasibly it's not.

Comm. Hodges: It's pretty close, but just in case I think it would be prudent to say to the parents we're supposed to be there but it may not happen by January 4.

Comm. Irving: And to at least be transparent about the fact that here's where we are. From what I understand most of the construction is done. It really is out of our hands. We're waiting on several different entities between the city and the fire department to give us the respective clearances we need. Construction is construction and sometimes things happen. It just might make sense now to let parents know that here is the schedule pending A, B, C, and D becoming approved. If that does not happen, we will update you in January. It's just prudent to say here is where we are and be transparent with them. We want this to happen but there are other mitigating circumstances.

Comm. Hodges: That's the idea. This is a very touchy situation as it is.

Comm. Martinez: Have we brought in the books and the other materials that were stored away?

Comm. Hodges: Some part of that has been taken back to HARP. We have to move everything back over to Colt Street and that's supposed to start on the 22<sup>nd</sup>.

Comm. Martinez: We still have some students without lab materials and furniture.

Comm. Hodges: Anatomy and physiology didn't have microscopes so they couldn't look at the actual cells. They were looking at it in books or online.

Comm. Martinez: I know we've done all the construction, but is there a plan B in case this does not pan out this year? I'm trying to be glass half full, but this keeps getting kicked down. Is there a plan B?

Comm. Hodges: Yes. You're in plan B now. There's a month-to-month lease. However, the building is constructed. There have been some issues with inspection on the part of the city. They had their own little internal struggles and now the landlord has rebuilt this fire escape and the city is saying, "Is this in code?" They just want confirmation and are waiting for the engineer to go in, write the letter, and say it's in code. Then there's just one little cabling section for the elevator, which is on its way.

Comm. Mimms: Do we have a clear outline as to what needs to be done so if parents ask us we can provide them with that information?

Comm. Hodges: We do. I think it would be wise in case something delays to tell them that there may be a delay. We don't want them to come into school saying, "Here we go again." We're still replacing a lot of toilet seats, sinks, and things which seem to come from vandalism. I'm not sure if these are showing up in violence and vandalism reports. We're spending a lot of money fixing. I'm just wondering how these things can occur. The thermostats are being ripped off the classroom walls and it's supposed to be attended by a teacher. I just want to find out how we're missing that in the classroom.

At Bauerle Field the scoreboard there has been repaired for the first time in ages, which brings into question the issue with the concession stand versus the field house. Do you remember our discussions about that?

Dr. Evans: I remember.

Comm. Hodges: There's a concession stand that adjoins School 15, which we own. The current field house, which is supposed to be used by the visiting teams and our team, is in a state of shocking disrepair. Our fans use a Port-A-Potty because they can't use those facilities. This is really a problem. We have money to pay for the roof and the HVAC, but not to take care of the showers and outfit the whole field house. We may be getting some energy money back so we can apply to the concession stand which will give us bathroom facilities that are in close proximity to the stands and which would give us more time to develop an overall plan for the field house which is going to cost a lot more money. We might look at that as being the reasonable approach going in there, extending the water and electricity to that building and putting in bathrooms. You just don't want public people coming to a game and witnessing it in that condition. It makes absolutely no sense. As you can see in the report, there are a number of items that are still being repaired throughout the system and this brings me to the exterior of 90 Delaware. There's a plan to do artificial brick face on the building as well as painting it. Part of this discussion we will have in closed session afterwards because we need to discuss this contract. I think I'm going to stop at this point. There are two items on the facilities agenda, D-1 and D-2. Are there any questions?

Comm. Martinez: On D-2 correct me if I'm wrong. Is this not the same company that we used at the onset of the school year when we had the problem with the estimate of the students?

Dr. Evans: They did the facilities plan.

Comm. Martinez: It just seems to me they didn't do the best job. Why are we going back to them? Is this not something we can do in-house?

Comm. Hodges: Point of fact, their numbers were accurate.

Dr. Evans: Their numbers were accurate. They have our database in their system and what they have is the capacity to illustrate on a screen in front of us where every kid is in the district in real time. You can put a pin where every kid lives and they have it in a virtual setting. So if we say move the attendance area for a particular school so many blocks north, they can do that and it immediately tells us how many students are going to be in a particular school that serves that area. That's the tool that's used to populate new schools. They have that already. If we hired someone else to do it we have to pay for them to input all of our data and that's an extra cost. They already have it. It's actually costing us much less to go through that exercise so we can inform the Board here's what it looks like if the line is here for School 16 or if it goes so many blocks to the north or east. In real time as you're sitting there watching it you can see it expand and contract.

Comm. Martinez: Do we not have access to the database?

Dr. Evans: The database but not the software. It requires our real time database of students and a highly sophisticated software package that they have also.

Comm. Mimms: I would really love to see one day that we begin to build those models for ourselves and that we would not be in positions that we're continually contracting out to others to bring these resources into our school district. It's really a part of technology. I know that we don't have that person as the director of technology. That would be something in that department that could be done in-house and we can save these funds. It's really just building a spec that will show in real time the student population. I would really like to see that happen sooner than later so this list can get shorter with contracting out.

Comm. Hodges: Are there any further questions about facilities?

Comm. Kerr: Dr. Evans, can you give me a quick update on Hazel/Marshall. When is that school scheduled to come online?

Dr. Evans: Those two schools will open the first day of school next year.

Comm. Kerr: Next school year or next year?

Comm. Hodges: September. Apparently, School 16 is slightly ahead of Hazel/Marshall, but they're both on schedule.

### **Items Requiring Review and Comments**

#### ***Personnel***

Comm. Martinez: The personnel committee met this Monday. Mr. Rojas, Comm. Mimms, Comm. Cleaves, and myself were in attendance. The best thing that I can report is that I believe at the time of his assuming the position there were a total of 54 vacancies in the district. He's been able through his hard work to whittle that number down to roughly about 18 vacancies. There are still a good number of vacancies in math, science, and special education. That's a trend that you see in schools not only in Paterson but in districts all across the country. School 21 where there had been some serious concerns about some vacancies a good number of those have been filled. According to this information there were 4 teachers that were brought on. I think they're only missing a special education teacher. They should be close to full capacity. Also at School 24 there were some significant vacancies and they were able to fill a good number of those. So I'm happy to report that through Mr. Rojas' hard work we've been able to whittle that number down significantly and the number we have throughout the district is relatively low.

Comm. Hodges: We had touched upon this in curriculum. Dr. Evans, what kind of incentive programs are we engaged in or contemplating, particularly to attract college students in the areas of special education, math and science? William Paterson is very interested in having that discussion about things that we can do to get the first crack at some of their graduating teachers and something we can help with as an incentive to bring here some of their top students in the areas of math and science. We have a problem across the district with this and if we were to cultivate a number of these students and tie them to contracts based on performance it would help mitigate some of the issues that we have in this area plus give us a new look at emerging ideas around teaching math and science. They're willing to have that conversation so I was wondering if there was anything we were doing in the meantime. If not, when can we start?



Dr. Evans: In the area of English language learners and teachers of students for whom English is a second language we have an arrangement with William Paterson to actually prepare teachers. They received a grant award to prepare teachers in that area and we are the target district that they're focusing on. That's one thing. They are interested in going after grants to similarly provide teachers in other areas of high need. But obviously, the grant opportunities need to be become available and then ultimately they would target us as the district which would be the recipient. We have had a similar arrangement at Montclair for special education and reading teachers. In fact, for three years they prepared reading teachers for us in an arrangement we had with them. The doors are still open for us to extend those and create additional opportunities for them to prepare to bring people in. What you suggested goes a step beyond that in terms of looking at people who are there matriculating and getting degrees and teaching certifications that aren't necessarily a part of one of those arrangements and making them available to us. Candice Burns and I have had conversation around directing some of those people our way, but we don't have a formal arrangement to do it.

Comm. Hodges: I guess my real question then is we need to be a little more proactive in this area. I don't want to wait for William Paterson to find the grants. If we need the teachers I think we should be looking as well. This is November and we're still filling vacancies with teachers who could manage to be on the market from last year when these are still critical needs in other districts. They were still available to us and that's who we're putting in to teach our kids. That to me is problematic. This is your own mantra. The best thing to change education is a good teacher in front of the student. So you have to be able to capture those teachers and you're in competition with other districts. We can't sit back and wait for them to beat us to the punch. We have to go out there and create avenues to bring them in. That's what I'd like to see happen.

Dr. Evans: I would also say one of the outcomes of the most recent contract negotiation with the PEA were two additional provisions that allow us to pay incentives to individuals who join us in a critical shortage area. The focus is on turnaround schools to bring them in. But then if we're critically short in a particular area from year to year we can add that as well and provide a fiscal incentive as well. That is a part of the PEA agreement.

Comm. Hodges: Okay. Are there any further issues?

Comm. Kerr: How many new teachers do we have at School 21?

Comm. Martinez: There were four additional teachers with one vacancy still waiting.

Comm. Kerr: Will there be any special PD training for those teachers? Do we have support for them?

Dr. Evans: There are supervisors across the district assigned to our schools. In fact, the assignment is even more focused when it comes to Priority and Focus Schools. School 21 is a Priority School if I remember correctly. Is that correct?

Comm. Kerr: So they have support.

Dr. Evans: It's a Focus School. There are federally funded supervisors who are assigned to those schools and part of their job is to help build capacity in the teachers.

Comm. Kerr: I just needed to know that.

Comm. Hodges: I understand there may be some changes by way of the RAC.

Dr. Evans: Two changes. Number one, the Executive Director that addressed you recently has recently resigned. He won't be with us and the individual who supervises the RACs in the Department of Education is searching for someone to replace him. The other is that we've been asked to co-locate the RACs with us here in this building, which is the case in many districts across the state. We have space so we're working out that arrangement now. The question is what do we get for it?

Comm. Kerr: What do we charge?

Comm. Irving: They're funded out of Title I.

Comm. Hodges: Our money.

Dr. Evans: They're funded out of what used to be the SES money. It's money that went to the Supplemental Education Service providers. We couldn't spend it, but the SES providers would. That money was redirected to support the RACs.

Comm. Irving: How does Congress' reauthorization of NCLB today affect that? Didn't they just reauthorize No Child Left Behind?

Comm. Hodges: This is a waiver.

Dr. Evans: New Jersey has a waiver for NCLB.

Comm. Martinez: Didn't that reauthorization get rid of the waiver?

Comm. Kerr: That's the money used that supports the RACs.

Dr. Evans: I think the state still has the waiver.

Comm. Hodges: Unfortunately.

Dr. Evans: That's how the RACs are supported.

Comm. Irving: Right, for now.

Comm. Hodges: The only thing I'm requesting, and I think we have put it on the table already, this new person understands that there's an expectation to give periodic reports to the Board as to what's transpiring, what the plans are, and whether or not the obligation in terms of updating our parents are fully met. Apparently past chairmen have not understood that.

Dr. Evans: It means a lot to me what I'm about to say. In relation to what you just said, for the first time I'm being involved in the selection process. They're vetting the finalists that they're looking at with me. So I think that's a major step.

Comm. Hodges: Okay.

Comm. Martinez: That concludes my report.

## **OTHER BUSINESS**

**MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS LEGAL**

**It was moved by Comm. Martinez, seconded by Comm. Mimms that the Board goes into executive session to discuss legal. On roll call all members voted in the affirmative, except Comm. Cleaves who voted no. The motion carried.**

The Board went into executive session at 9:16 p.m.

The Board reconvened the meeting at 9:49 p.m.

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

The meeting was adjourned at 9:50 p.m.