

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

August 5, 2015 - 6:41 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. Flavio Rivera
Comm. Corey Teague

Absent:

Comm. Manuel Martinez
Comm. Lilisa Mimms
Comm. Kenneth Simmons, Vice President

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
August 5, 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

Facilities Readiness

Dr. Evans: One of the items with which we are going to update you on tonight, I'd ask that we postpone for a few minutes on the agenda. That's the Facilities Readiness

report from Mr. Morlino. He is representing our district at a meeting of the city's planning board reading one of the facilities that he's going to be reporting on when he comes. If you would indulge me, I have some other items I'd like to share, but at some point Mr. Morlino is going to come so at an appropriate time, Mr. President, at your discretion, if you could entertain him at that point I would appreciate it.

Comm. Hodges: That would be fine.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have four or five brief updates that I wish to share. First of all, our staff has been working feverishly to prepare for a very smooth opening this fall. I'm going to give you a very complete report in the next regular meeting which is two weeks from tonight detailing all the activity that's been under way related to facilities, academics and every aspect of our operations to assure everyone, both the Board, those present in that meeting that night, and those that would view us via television that we indeed will be ready for a very smooth opening this fall. One item that I'm going to mention that will be under way at that time is a professional development activity for our principals and other staff in preparation for the opening. I thought I'd share at least the agenda with you tonight and I would invite any of you to drop by during this activity to hear what we're going to be doing with our principals. We will have them sequestered for four days. It is for principals and others. Two of the days, August 17 and 20, will include principals and directors focusing on our effective schools work on Monday as well as our transformation objectives and our instructional model as well as how to use data on the 18th. Then on Wednesday we're going to talk about special education, an area that's challenging for us right now. We're working very hard to take care of some areas of concern relating to special education. Between myself, Ms. Caccavella, Ms. Butler, we'll be leading that activity to help our principals to fully understand, not only what the expectations are of the district as it relates to the leadership and managing of special education programs, but also best practices in those two areas, as well as some legal issues that we wish to inform them of. Then on Thursday focusing on another area that's been challenging for us, customer service, helping our principals and directors to appreciate the need at this point in time to increase the customer service orientation of our staff and spend some time on a couple of other areas that would support the work that I would have done with them on the 17th as it relates to the effective schools work, particularly looking at some vehicles that can help facilitate that work. Ms. Corallo, if you could give us an update as to where we will be on those four days.

Ms. Terry Corallo: Good evening. We're going to be at Passaic County Community College. We'll be predominantly in the main auditorium, which is off Ellison Street. 1 College Boulevard is the actual address. We will have some breakout rooms in that same general area especially for that Tuesday when we have the instructional model. We're working out the rotation for that. The college has been very accommodating to our needs.

*Comm. Rivera enters the meeting at 6:48 p.m.

Dr. Evans: If indeed you do plan to come and you're driving, let us know in advance so that we can arrange for parking for you very near the auditorium. The second item that I wish to mention is included in a folder, if we could pass these around. A few weeks ago our district was invited to participate with other districts from across the nation in an activity at the White House entitled *Rethink School Discipline*. Some of the material that was distributed during that activity is included in the folder that you just received, including the agenda for the program, some of the materials that they distributed, the

program itself, which is included on the second page inside that first document, and some other supporting material from those in the White House who were responsible for organizing that activity. You also have included in there a PowerPoint that Ms. Santa prepared that summarizes much of what was shared, both from us to others and others to us. That's what it was about, sharing best practices. They invited districts that, as they explained it to us, had something to share but also were interested in learning more. So we felt very honored. You also have a couple of press releases in there that were published in a lot of places. Unfortunately, it didn't get published here. Nonetheless, the national one was in a national publication and you have that there as well. It was really an honor to be there as an invitee of the White House, to participate in that activity and to be recognized for the work we do not only in that area but other areas as well. That was a part of what it was about. I would ask you to read through it and at some point I'm going to ask Ms. Santa to come before you and provide a very brief review of that PowerPoint that you have that summarizes all of the relevant information. We'll be doing the same with other staff as well. There were some practices that we did learn from others that we had not been privy to in the past while at the same time we shared practices that we were doing or implementing that others were able to learn from as well. The third item that I wish to mention has to do with William Paterson University. You know that we received a \$2 million federal grant to support leadership training in our district. Dr. Dale Mann is the primary person who is in the lead. He's a retired professor from Columbia University and Dr. Laurie Newell is the lead person on our behalf who's leading that effort. It is going exceptionally well. William Paterson and we learned simultaneously that a second \$2 million grant was awarded, not necessarily directed to us, but we were partnering with William Paterson University. We are the only district in the nation to benefit from two awards for the same activity, meaning leadership training. That was quite an honor as well. It affirms that at least the federal government and others appreciate the work that we're doing, particularly in that area and other areas, and are providing that level of support to us to help us with our work. I think there was an article in the paper about that. The last task I have involves two individuals who have agreed to help us. We're going through a time of transition in terms of staffing. Over the next few weeks we're going to be interviewing and ultimately hiring five senior managers because of turnover in the district or because of restructuring that's occurring that we told you about that's related to the work of the Urban Schools Human Capital Academy. We'll talk more about that with the Board in an upcoming meeting and some of that discussion will require an executive session. We're not far enough along yet to actually have those meaningful discussions, but in the meantime we've asked two individuals who have provided a phenomenal amount of support to us up to this point in a different capacity to help us through this transition. I want to introduce to some and others who know Dr. Linda Crescione who has stepped forth and is helping us as an acting assistant superintendent. She is filling the role that Aubrey Johnson filled working with his group of elementary schools while we seek to hire someone permanently into that role. And we've asked Ms. Elaine Davis to step in and do the same for high schools. She is filling the role that Dr. Cavanna filled while we seek someone to fill that position permanently. Those interviews will actually begin tomorrow and I would expect that by October after we do all the vetting that we need to do – that's the timeline that we've established – then we will have identified individuals and shared with the Board. In the meantime, I want to thank them for agreeing to step in and fill these important roles in our school district. Thank you.

REPORT OF BOARD PRESIDENT

Comm. Hodges: Thank you and welcome. Very briefly before we go into public comments, we didn't have a chance in the meeting to publicly thank the Board for their participation in the joint meeting with the City Council regarding the district's long-range

facility plan. That was an extremely successful meeting on a number of counts. I do believe that the state is now moving more seriously in terms of adopting our plan. I do think that the Mayor has changed his mind about the School 6 project. I also want to commend several people for the aviation program that we discussed at the meeting. During the month of June, we were contacted regarding the availability of some opportunity to take eight students between eighth and tenth grades and expose them to aviation careers. We were given a very short notice to put this program together and we managed to get 11 students instead of the eight. These students were allowed to visit air control stations and active simulators where air traffic controllers were being trained. They went to airports in Atlantic City, Caldwell, and Washington D.C. They looked at a variety of planes. They got a tremendous understanding of the various types of aircraft. They also were given flights on airplanes. It expanded their understanding and knowledge of aviation and the availability of careers. I want to publicly at this time thank Dr. Evans who personally helped to fund this program, along with Councilman Morris. We could not fund this program out of the district. It was a last minute thing and those individuals stepped up to help provide funding for this program. Those students were extremely excited about the experience that they had, very excited. In fact, when I asked them about having to get up earlier than 8:00 o'clock in the morning to go to class, they didn't care. The classes were held in East Orange. They had to be at East Orange at 8:00 in the morning and it didn't bother them. They were very excited. It was a phenomenal program and I hope that we can do something in the future, but we'll see what happens with that. I also spent three hours in discussions with the Paterson Education Association last week listening to some of their concerns and ideas. One of the things that they want to do is sit down and write a joint letter to the Commissioner regarding our funding problems. We have some mutual concerns that we want to put to pen and I'm going to send them a draft of some concerns that I want highlighted. Before this other letter gets published, I'll make sure that the Board sees it for additional comments and feedback. They also would like to come for an opportunity to speak to the Board about their view of things that are going on in the district, such as their training and the evaluation system. We were going to initially have them come during public portion to talk, but Dr. Evans has said that he would actually like to have them come and present to the Board as a regular part of our agenda. So we're going to try to reach out to them and get that accomplished. With that, I think I will stop. We are going to have a closed session after this meeting.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Commissioners, Dr. Evans, and staff. I had the opportunity this morning to go to the State Board of Education meeting. Former Commissioner Cerf, now the Superintendent of Newark Public Schools, was presenting to the State Board with confidence that Newark would be returned to local control in his tenure. We know that he has a three-year contract, but it could be extended. He couldn't give a timeline, but he could ensure that his task was to return Newark to local control. I'm just here to submit that it's something that we ought to watch very closely here in Paterson because we're just behind Newark in that process. So we will be monitoring that process and hopefully we'll learn some more soon. I then went to a Full Service Community Schools listening circle in Newark that was being hosted by the National Community Schools Coalition. They were here to assess Full Service Community Schools in New Jersey. As far as we know, there are only a few operating. It's Paterson's five, one in Newark, and Oakwood Avenue School in Orange. I was at

the first meeting and Tobi Knehr, our Full Service Community Schools Director, was at the second meeting this afternoon. Paterson was well represented in the group. They're looking to us and the work that we're doing to see if they can facilitate more community schools in New Jersey. So I want to commend us on this work because we stand as an example to the rest of the state right now about how to do it and how to do it well and the success that we can have from Full Service Community Schools. They asked us what we want and we started with money, but then there was also conversation about state legislation to allow some things that are not currently allowed. I would invite Tobi to take a minute of my time if she wanted to talk about legislation to allow the health clinic to bill people for the services rather than putting it through Charity Care and to allow for state dollars to support Full Service Community Schools. It's already in the EACA reauthorization to allow Title I funding to support Full Service Community Schools. It's already allowed, but there is some gray area there. I just wanted to share those two highlights of my very exciting day as things to come for Paterson. I look forward to bringing you more information about this as we enter the school year. Thank you.

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

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated May 28, 2015, beginning with check number 193119 and ending with check number 193413, in the amount of \$11,787,974.33; and

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

It was moved by Comm. Cleaves, seconded by Comm. Kerr that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board, and Comm. Rivera who abstained on anything dealing with the NJCDC, if necessary. The motion carried.

Resolution No. 2

BE IT RESOLVED, that the list of bills and claims dated June 17, 2015, beginning with check number 193414 and ending with check number 194109, in the amount of \$16,206,805.02; and

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

It was moved by Comm. Cleaves, seconded by Comm. Kerr that Resolution No. 2 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Irving who abstained on anything pertaining to the Workforce Investment Board, and Comm. Rivera who abstained on anything dealing with the NJCDC, if necessary. The motion carried.

Resolution No. 3

BE IT RESOLVED, that the list of bills and claims dated July 30, 2015, beginning with vendor number 11711 and ending with vendor number 799535, in the amount of \$317,933.02; and

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

It was moved by Comm. Cleaves, seconded by Comm. Teague that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Irving who abstained on anything pertaining to the Workforce Investment Board and Greater Bergen Community Action, Comm. Hodges who voted no, and Comm. Hodges who abstained on anything pertaining to himself, the YMCA, and Jumpstart, and Comm. Rivera who abstained on anything dealing with the NJCDC, if necessary. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Hodges: I'm going to summarize some of the comments, concerns, and issues from Monday's meeting. We had a lot of discussion around the dual language program, which will be at EWK. It will be a school of choice. It will start with preschool and kindergarten and expand gradually. One of the concerns I had was why would you want to give Spanish to Spanish students. It was explained to me that the Spanish that people in general speak is not the proper language and it's not grammatically correct in many cases. Therefore, these students will benefit from having that language. It was also mentioned that a good portion of this program will involve the teaching of the Spanish culture. I was led to understand that when students are exposed to their culture they tend to have a stronger interest in what they're learning. This caused me to reflect on the Amistad Law. I'm saying to myself if the district is taking the position that culture is an important part of learning, particularly when it comes to language and we seem to struggle with English mightily, we need to take another look at the Amistad provisions and getting those things implemented. It was said to me that some teachers do implement portions of the program on their own, but the problem with that is at best it's a hit-or-miss proposition and that's not what we should accept in terms of the curriculum. If we're going to do it, then we should be doing it across the board and making sure that all kids get an appreciation of their culture, particularly since it may help them enhance their academic performance. In addition to that, there were some discussions about grammar. As part of that discussion, if someone is doing it and someone is not teaching it, then is it being taught at all? The approach that we're currently using is similar to what was used with whole languages when it came to learning how to sound words out in phonics. They dismissed phonics and said we'll catch you up as we encouraged the problem. The result was you have this number of kids who are very poor readers because they didn't know how to sound out words and that attempt to catch them up did not occur consistently. So I'm very troubled and concerned even though the latest pedagogy is we should just dispense with grammar sessions in the classroom. But you don't build structure, it won't be done consistently, and not only will we have the same problem that we had with the phonics, but the same problem in grammar. The teachers aren't going to say in grade two you're going to

learn nouns, pronouns, and adjectives if it's not in place. She may teach it and he may not. It may not be taught consistently and no standard will be imposed. I don't see how you can get across the board the performance that you're looking for. All of that came out of the dual language discussion.

Dr. Evans: I would add one comment regarding dual language. What you said is accurate in terms of benefits and why teach Spanish to students who already speak Spanish or English to students who already command English. One of the benefits of dual language is that the kids learn just as much from each other in their native languages as they do from the teacher. They learn a lot from the teacher, but students who are non-Spanish speakers will learn from the students who are speaking Spanish and the students who are non-English speakers will learn from the students who speak English. That's an additional attribute of dual language.

Comm. Hodges: What's extremely attractive to me is the fact that we're starting in preschool and kindergarten before your language patterns are too well established. That's when the child is far more flexible in learning language. I would just hope that over time all our courses will be dual language eventually. Unfortunately, this is something that is not going to change any time soon. Rather than have a small school learning this, we need to have all our students with that ability, as they do in Europe. In Europe those kids know three languages at the very least. It puts us at a disadvantage. Also, for students who have learned a language studies have shown their academic performance is a little bit higher than the kids who have not. Another area of intense conversation was Achieve 3000, which is A-37. This is an online reading intervention program that has been demonstrated to be very successful. It's going to be implemented at School 6 and NRC. Unfortunately, it's rather expensive, about \$14,000 per school.

Ms. Susana Peron: Good evening. You received the initial quote and Board action for this program, which is stated to be \$46,148.66. Before the next Board meeting we have an amendment to this contract and this Board action because we went back and negotiated a different price with the company. They actually lowered significantly the cost for this website program. So you will receive the new one. We just did not want to pull this action so as not to stop the information. We wanted to have the discussion with the Board so that we wouldn't miss out in starting with it in September. But the new amendment will be set.

Comm. Hodges: So it will not tie us to this particular price.

Ms. Peron: Exactly.

Comm. Hodges: Unfortunately, even though it has been demonstrated to be a very sophisticated program in terms of use of online video materials and proprietary information we can't reproduce it across the board nor can we afford to pay the cost of about \$15,000 per school. So we're going to have to use it selectively in trying to avail ourselves of some of its many advantages. It provides differentiated instruction and has a very good performance record in terms of outcome and improving reading. We also discussed the IB program, which is on our next stage. We're at the stage now where we have two more years left in the planning and we submitted an application to continue the process. This current resolution is the next step. There's also another resolution in here, A-13, where we're introducing the Mandarin language. We reviewed some of that material and talked about the importance of the character structure, how they're made, how they're written, and the fact that it's emerging as the most popular in terms of

language used in the world. Our students are learning this and pretty soon this will probably be one of the major language departments in the country.

Comm. Kerr: She mentioned that the students are gravitating to that Mandarin class.

Comm. Hodges: Yes, that's a good point. The students are actually anxious to participate in the program, which is a very key benefit. When you have students wanting to take the course even though they're not required to do so, that's a very nice thing to hear. I'm going to stop right there and I'll give you the written report, which is far more comprehensive, in a couple of days. Are there any further questions about the 122 Board items?

Comm. Kerr: I think there will be other questions because this is a large packet. We may have more questions at the regular meeting.

Comm. Hodges: That's fine.

Comm. Irving: In preparation for that, if there are questions can we just send or email and reach out? If everybody has to go through 120 action items at the Board meeting, I think that's a bit much. The questions that should be asked should help to clarify anything we may not have gotten over the course of the next few weeks or so.

Comm. Hodges: That's fine. I will point out that there are some other interesting conversations around technology. We're looking at the technology report that Mr. Vroegindewey submitted and we've expanded on the fact that co.org will provide training for our staff for free and we should be considering or finding ways of taking advantage of that using distance learning and online capabilities here. We've not advanced to that stage yet, but we are going to be pushing hard to get that done. Again, it's free. It will teach our fifth, sixth, seventh and eighth grade students to begin them in programming. We've mercifully left Scratch in high school, which is an elementary school program, and we're now moving into Python. We're lurching along toward full programming. We're nowhere near where we should be, but we seem to be getting closer down that road. I'm going to stop there. Are there any further questions about curriculum?

Legal

Comm. Hodges: Comm. Simmons is not here tonight. He's caught at work.

Fiscal

Comm. Kerr: The fiscal committee met on July 30. Members present were Comm. Teague, Comm. Rivera, and myself. From the staff we had Ms. Daisy Ayala. Our meeting started at approximately 4:50 p.m. Due to the ongoing concerns expressed by many of our stakeholders of our community since the district published its' five year extended projection plan we decided as a committee to further explore and examine the issues surrounding the plan. In our discussion Comm. Rivera expressed some concerns about the size of the projected amount in the outer years of the report and warned the Board of the dangers of overstating our true fiscal position. In responding, Ms. Ayala suggested to Comm. Rivera that he has a talk with the auditors to ascertain for himself how they came up with those figures in the first place. Ms. Ayala then updated the meeting on the move to go paperless in the district. She told us that there have been ongoing discussions with the PEA regarding this move and they are on board with it. She said this is yet another approach in the district move to make our

operation more efficient and cost-effective. She also said that the rollout implementation for this new program will be October 15. She also told us that training would be given to staff who needs it to bring them up to speed with the new system. We then reviewed the bills list and adjournment as taken at approximately 5:30.

Comm. Irving: Driving around today, I was looking at the construction of the two schools, Hazel/Marshall and School 16. From a projection standpoint, how does our budget reflect next year as far as the operations of those two schools in particular? The Hazel/Marshall almost looks done. I drove past that building and it looks good and School 16 seems like it's growing. But then the reality hit me and I said how are we paying for this and where is that going to be found in next year's budget as far as staff, facilities costs, and all that stuff.

Dr. Evans: It's a great question. Let me ask Daisy if she would come forward. There are some items that we have included in the budget, but there are some for which we're still seeking to find monies. Daisy has a better handle on that in terms of the specifics.

Ms. Daisy Ayala: Good afternoon. When the auditors came in to do the projection this is one of the things that we talked about, the facilities that are coming on board in the upcoming budget year. So they did incorporate that in our projection.

Comm. Irving: What's missing then?

Ms. Ayala: What do you mean what's missing?

Dr. Evans: We've had some discussions – and some of these discussions did not include Daisy – about furniture needs and some specifics around equipment. There were some larger needs that were incorporated, as you indicated. But it is my understanding that some were not a part of that conversation.

Comm. Irving: I hear what you're saying, but the reality is in the schools that are presently overflowing we're not removing full classes in those schools or reducing the number of kids in those classes.

Dr. Evans: In some cases it is full classes. School 9 is a good example. We literally will be taking a large portion of School 9 and transplanting it into Awadallah.

Comm. Irving: So we will be eliminating classes.

Dr. Evans: That's correct.

Comm. Kerr: So will that reduce the budget allocation for that particular school?

Dr. Evans: For materials, teachers, and those kinds of things. Furniture is one of those things we'll have to look at because some of the furniture I'm sure would work. The bigger question is do we want to put old furniture in a new building? Those kinds of questions we're asking ourselves.

Comm. Irving: To make sure I'm clear, we're saying we're going to remove full classes from certain schools that have an overflow and move them into the new schools.

Dr. Evans: Let me be a little more specific. At School 9 class size there is about 30, 35, and in some cases larger, but it's two teachers in one classroom.

Comm. Irving: You're not saving actually because you're just moving costs or deferring costs from one building to another.

Dr. Evans: If we have 35 kids in a classroom and we're taking that class size back down to 20 to 22 there are seats in that room that could literally be taken out and moved elsewhere.

Comm. Irving: Okay. Administration is the same concept?

Dr. Evans: Administration might be different because there's a formula based on the size of the school and that's not a clean split.

Comm. Irving: That's going to be a pretty big school.

Comm. Kerr: I understand what Comm. Irving is saying. The new schools will definitely reflect increased operational costs of the district.

Dr. Evans: Yes, we'll have a light bill that we didn't have before, gas, and all those kinds of things. You're absolutely right.

Comm. Kerr: Did we cater for the likely increase in operational costs for those two new schools in this year's budget?

Dr. Evans: I don't know if we did for the light bill yet. Probably the best answer to your question is for Daisy, myself, and others to go back and make a list of what's in the budget for projecting ahead, what's not, and then have a plan for closing that gap. That's really what you need.

Comm. Irving: That was my follow-up question. At some point before we get to October the Board should have a plan for projected estimated costs for what these two buildings are going to cost us and then how we're going to fund it. If you say we're going to defer costs for teachers from building B and move them over here to building C, we'll have to hire new principals and administration and some materials here such as computers. There are a lot of nuances that we have to consider.

Ms. Ayala: Dr. Evans, Eileen Shafer, and I had a discussion on how we're going to proceed with the budget process this year. It's going to be early and I had this conversation with Comm. Kerr that we're going to take the staff that's needed to run the district, this is what's left over, and then we're going to have to put everything in priority. We know security is priority. We know transportation. Whatever is left over we need to review what money we have left to do other things.

Dr. Evans: What I've just committed to we can get to you by the next Board meeting.

Comm. Irving: I'm not in that big of a rush. Let's just be a little more forward-thinking, especially with the large budget items that will be introduced to the budget. We're talking about an increase that might be a few hundred thousand dollars that we just did not consider before.

Ms. Ayala: It's really going to be small. If I recall, International was fully loaded when we got it. We had small expenditures for books and supplies for the building.

Comm. Hodges: For International that was all part of the package. The furniture was all included in that entire process I believe.

Ms. Ayala: I'm not aware of that.

Comm. Irving: You wouldn't know that.

Comm. Hodges: It was all figured out and calculated. Before the building opened they actually went and picked the furniture out. We didn't have to go and retrofit after the fact. Everything was included.

Comm. Kerr: It's a different situation here?

Comm. Hodges: I'm not quite sure what it is.

Dr. Evans: The SDA is not providing furniture and those kinds of things. They made that clear.

Someone from the audience: I was told originally that they were.

Dr. Evans: By the SDA? That's not my understanding.

Comm. Irving: We're hoping you are.

Dr. Evans: I hope she is too.

Comm. Hodges: We need to tie that down.

Dr. Evans: The SDA is not buying the furniture or things like that. There were certain things that Charlie Mitchell told me he was not going to buy.

Comm. Irving: I was under the presumption that he was not.

Dr. Evans: I may have it wrong, but there are things he's not buying.

Comm. Irving: I hope we're wrong.

Ms. Shafer: Student furniture they are buying.

Dr. Evans: We don't really have to figure this out. It's written down.

Comm. Irving: Somebody will give it to us.

Comm. Rivera: I would like to say that I'm encouraged by certain things I heard during the finance committee meeting. I'm sure after what has taken place this year that the administration is going to take more of a precautionary approach to how the budget and the expenses in the district are being monitored. Interestingly enough at the finance meeting we requested some information. Before I went to the meeting I requested a budget accounts status report. The intent of that report is just to analyze or to verify if my theory was correct regarding the salaries being overstated in a lot of the school budgets in the district. Just so you know, I would like to report that based on this report as of June 30 the account status is showing that we didn't spend \$17.7 million but \$3.4 million is for grants. We're still going to use some of that, but that means we didn't spend over \$13 million of salaries. That means the budget was overstated for salaries by over \$13 million. If we take into account the usage of overtime, which is almost \$2 million, we can safely say that it would be almost \$14.5 million or so. We spent almost

\$2 million in overtime. I heard that the administration is going to take a different approach when it comes to the overtime. I just want to put in the record here that I did request a monthly overtime report. It doesn't have to be by individual, but by department or by school. I would like to see that because \$2 million is a lot of money. It's not going to our kids. If you look at the list, all of that is just overtime not for teachers but for other things. In every organization you do incur some overtime because things need to get done, but \$2 million is a lot. When you see some employees earning almost up to 30% of their salary, it's very discouraging after we had to lay off so many people. Dr. Evans, let me go back to the first preliminary cuts you submitted in May. This is not taking any shots, I'm just a little frustrated because the first cuts that were going to take place I did not see in that breakdown when we had the \$5 million levy going to the City of Paterson all these major cuts in personnel. I have it here myself. It was May of this year. You sent an email of the preliminary cuts and \$11.7 million of those cuts were going to come from facilities. At that time it was a little less because \$5 million was going to come from the city. I didn't see many personnel cuts here. I know sometimes you have to be careful what you say, but it seems like a politically driven directive from the state. If the City of Paterson doesn't want to contribute more towards the education of their kids, let's lay off some people. That's the way I see it. Your initial preliminary cuts did not have \$20 million in layoffs for personnel. I just want to put that on the record. It's very discouraging how things took place.

Comm. Kerr: Any other discussion?

Comm. Hodges: Needless to say, Mr. Kerr, there may be some additional questions appearing later at the regular meeting when we've all had the chance to thoroughly absorb that voluminous packet. In fact, we may need to do something different. Even if we don't have committee meetings in July, I think we need to at least get some of these resolutions sent to us so that we'll have a chance to review them and submit questions when we come and not have to tackle those huge boxes. This is not a very efficient system and we're not going to be able to really do justice to some of the material because there's just so much of it. We just have one weekend and it's a huge amount. I personally did not have a chance to get through it all, not even close, not in terms of being able to sit down and formulate reasonable questions about some of the things that went on. This is why we had a three-hour meeting and I didn't even get to a third of it. We didn't touch the curriculum. We didn't even get to that. I suggest looking at some of these items. That's one consideration, perhaps sending us something in June that we can review even if we're not here. I'm tap dancing because I'm waiting for Mr. Morlino.

Curriculum and Instruction

Comm. Hodges: Let me just very briefly backtrack to curriculum. One of the areas of discussion that we touched upon briefly was the grammar and looking at cursive writing, note-taking, doing outlines, and finding the chief topic of sentences. I do want to commend the staff for trying to find ways of fitting it into the curriculum. They are making an effort to do that and I do want to thank them for that. Obviously because of this pending change in the Common Core, whatever that may mean, we're not being asked to teach this. So you're going to have to actually find different ways to fold it into your curriculum so it doesn't detract from the time that you need to spend on things that are being tested. Unfortunately, we are looking at a test-driven approach to teaching which may not actually support the students' who have the greatest needs getting the foundational underpinnings they need. That's what really concerns me. I know that when you go to college you simply cannot function without taking notes. I don't know how you do it. If you're not acclimatized to that before high school, that's a problem. If

you go to even a lecture, you sit down and you take notes. If that's not part of your understanding of what you're supposed to do, I can't see you being effective as a student or even learning anything unless you have that photographic memory where you can just absorb everything the first time you hear it over the course of time. I do know that the curriculum department is looking to find ways to incorporate these elements into the curriculum. However, it's going to be quite a challenge, but I think it's one that we need to take every opportunity to do that and the resources as well. That's a key concern, making sure they have the resources. If we can capture students in the second, third, fourth, and fifth grades and give them those tools, teach them how to read via Achieve 3000, and give them the grammatical underpinnings, then we have a good chance of being able to teach them a whole lot else in terms of math because they can read on their own and at grade level. That's a commitment that we really have to get back to. I know we've made the commitment, but we haven't reached it to have all students reading by third grade level. In my way of thinking, it's first grade. Those were some things that we covered in the curriculum that I skipped over because I didn't have the actual notes here. I'm certainly going to be tasking the curriculum department with that. The other item of great concern is special education. I know a corrective action plan is coming for that program.

Dr. Evans: Not that I'm aware of. We are in the lead with a restructuring initiative for special education. That's our doing, not the Department of Education. I will be presenting that to the Board in the September workshop.

Comm. Hodges: We continue to have some concerns and that was one of the topics that the teachers raised at the PEA meeting. What do you want to do at this point?

Dr. Evans: I think we should go ahead, go through the agenda, and then after executive session come back. Hopefully by then Mr. Morlino will be here.

OTHER BUSINESS

Comm. Irving: Can I just ask my question about facilities? It's more so about security and being prepared given all the cuts. I had a good conversation with Assemblyman Wimberly the other day and he was asking exactly what the cuts meant as far as the safety in the schools. I told him that I really had no clue. I wanted to know from you, Dr. Evans, or Captain Smith just where we are. It was the same question I had for Steve as far as the readiness of schools and what punch-list items need to get done. From a school safety standpoint, given the cuts we had, where we are as far as security, getting folks back, the police in schools, and all that stuff. When I spoke to the Mayor about it he seemed to have no clue.

Comm. Hodges: The Mayor announced in the state of the city address that we were getting 25 School Resource Officers.

Dr. Evans: The city is getting that many, not the district.

Comm. Hodges: They were resource officers that were coming to the schools.

Dr. Evans: No. The Mayor has proposed that of the new officers that are being enabled in the city that they be used as School Resource Officers. That's his proposal.

Comm. Irving: He probably wants us to pay for it.

Dr. Evans: We haven't had that discussion so I don't know that yet.

Comm. Irving: I just want to know where we are right now.

Dr. Evans: Let me make some comments and then I know Captain Smith has something to say because he's asked for a number of additional officers. I have not acted on this yet. In fact, I proposed that we take people out of this building and send them out to the schools. I'd rather do that than hire more and take us deeper in debt. That's the reality. Anything we add at this point takes us deeper in debt. We have to rob Peter to pay Paul and if we have 15 officers in this building, let's take them out of this building and put them in the schools. That's been my response to anything people have asked me for, take it from here and put it there. Put it where the greater need is. But we can afford to add. 15 officers will cost us well over \$1 million, maybe more.

Comm. Irving: Are these full-time police officers we're talking about?

Dr. Evans: I'm not sure. I didn't think it was full-time police officers. I thought it was our security guards.

Comm. Teague: Dr. Evans, for some reason the Mayor thinks you're part of his cabinet. He thinks you're working for him.

Comm. Hodges: He probably envisions a shared approach to city management and education. That's a better way of putting that.

Dr. Evans: We've made no commitment in terms of buying resource officers from the city. I'm the first to say I would love to have more, but we don't have funding to be able to do that. I'm not sure what the specifics are of a plan that the Mayor has.

Captain James Smith: Good evening. To reiterate what Dr. Evans said, we've taken four security officers out of this building already, eliminated them from the floors, and redistributed two, for example, to Colt Street where the new building we're going to open up is, and also to the Single Gender School. The way we did it I think was very cost-effective. If you notice, on the back stairwell, the elevator, the side stair, and the one in MIS, we put card readers on each one of those doors. The only people who can get in those doors now are people with your access card. We've eliminated any of the traffic where they would come to the cafeteria and that has enabled us to take the four officers that were assigned here and redistribute them to other locations that we had spoken about. I'm not looking to add additional officers. What I'm looking to do is maintain what we have. We've had police officers that were assigned to the building last year and we don't want to add to that level. We just want to maintain it. I want to thank Dr. Evans and Daisy Ayala for working to make sure that becomes a reality. We have the bank at JFK and a lot of different things that we cover. In addition to that, I'm sure you're aware that we just finished the report for the Governor's School Safety Task Force. That's really a misnomer. It's really not the Governor's School Safety Task Force. It's the legislation that was passed by the general assembly in the senate. I was a member of that committee. We just put forward the recommendations, which I'm kind of proud of. I gave a copy to Dr. Evans. They're almost mirroring what we're doing in the school system here, so we have to maintain what we have. Let's make no mistake about. You brought up before a very good question. As we add schools and staff we're going to have to sit there and staff those buildings, but that's a discussion for another time. We're on top of it. I don't know if you know this or not, but when you look at Hazel/Marshall and School 16 when they were designing those buildings they called me in to develop some of the security procedures in that. For instance, we have de-escalation rooms. Let's say you had a fight in the hallway, rather than having 25 kids join into a fight we bring the two or three that are involved in the fight into a de-

escalation room and give them a chance to calm down and not have the other kids see them and join into the fight. The state agreed with that assessment, thought it was a good idea, and now they're instituting it in a lot of other schools because it's been very successful. When Comm. Kerr and I have a discussion on EVVRS every year, these techniques that we put in help. In addition, we were up to over 20 police officers at one time. Since Dr. Evans was here we're down to 14 police officers at the schools districtwide because of some of the hires we made with experienced people as far as being residents of Paterson and knowing the community. One last thing, there was a very interesting question that was brought up before about the 25 or so resource officers. That's a grant that's going to be applied for and hopefully we'll get it. The only thing I don't know about it because I wasn't included in that discussion, I don't know if the first couple of years it's paid for by the federal government and then the school district picks up the cost. I don't know if the State of New Jersey or the DOE will go along with that, but right now it's only in the application stage. We don't really know until we see what it is and I get the particulars myself. Are there any questions I can answer that I didn't cover tonight?

Comm. Irving: Where are we as far as staff in our big comprehensive high schools? Is there a reduction in these places?

Captain Smith: If everything goes according to plan, and I think it will, we'll be okay. If it doesn't go according to plan then we'll see significant reductions. I have every hope that everything will be fine. I won't know that until a couple of weeks. I'm proceeding with the premise that we will be.

Comm. Kerr: I have a different line of questioning not security related. I'm going to direct my question to Dr. Evans. I was talking to a teacher today and they told me that there are millions of dollars in grants in the area of drug-related matters that you can get for the SACs, but she told me that the district has not moved towards applying for those grants. I believe that part of the operation would augment security because you have the SACs inside the building and a lot of these issues we have are drug-related in some ways. We are not trying to get any of those grants in order to address some of those issues. I just wonder why we're not going out to see if we can secure some of these grants to help us in that area.

Dr. Evans: Perhaps because we don't know about them. Every grant application that comes across my desk that I look at and see that this is pertinent to us I automatically forward to Dr. Newell. It is her office that handles the procurement of non-entitlement grants. Either one of her staff members writes the proposals or we contract with someone to write it if it's a highly specialized grant that requires specialized writing. I've not seen any.

Comm. Kerr: Somebody would have to look at the area and say let's look...

Dr. Evans: How about the supervisor of that department? Nothing has been called to my attention. With regards to substance abuse, has the supervisor of that unit called to your attention the fact that there are grants out there that we should go after?

Ms. Peron: No, she has not. Usually we receive grant information according to different areas. I have not been aware of any of those grants in that area.

Comm. Kerr: If we have this need in our operation, do we say let's see what's out there and how we can get whatever is out there to address the problems that we don't have the resources in-house to deal with? Do we look for it?

Dr. Evans: Yes. When there is a need that is called to our attention, Ms. Barker has gone after grants on our behalf and she reports to Dr. Newell. As of today she does, but that's going to change at some point because we're redoing the organization chart. You guys will get that and we'll talk about it at some point in the near future. We have gone after those where the need has come to our attention and we've been told there are some grant possibilities out there. Yes, we have. Again, in the area you're mentioning that has not occurred. No one has mentioned it to me.

Comm. Kerr: What's the number of our SACs? How many SACs do we have?

Ms. Peron: About eight.

Comm. Kerr: In this entire district as large as ours we have eight and we have cruel substance abuse in our schools and our city. I think that's an area we should be focusing on and trying to get every last dollar that we can get to help address some of these problems.

Dr. Evans: So you're basically saying we should go after grants in that area. I will pass that on to Dr. Newell and tell her to go after some. It's that simple.

Comm. Kerr: Okay. I just don't like the trashy way in which you said that. It just didn't come through right to me.

Dr. Evans: My concern, Mr. Kerr, is that teachers and others say things and they haven't said anything to us. They haven't said, "I ran across some grant information that we think you should go after." That has not happened. It really hasn't.

Comm. Kerr: I'm going to get information myself.

Dr. Evans: I would love to get the information.

Comm. Kerr: I'm going to get the information myself.

Comm. Hodges: When you do, Mr. Kerr, let me know about it so I can make sure that it's followed up on. We'll do it that way. One last thing before we go into closed session. I neglected to do something that I fully came here with the intent to do. This aviation program, we want to bring that to this district and I'm not sure we're going to be able to because of the funding problems that we have. We would have never gotten this program off the ground because it occurred on a very short notice, about a week to pull it all together, had it not been for Eileen Shafer and Dr. Fulmore. Dr. Fulmore went out and found students who were on vacation and dragged them to the program. After it became clear why we wanted them, there were more than enough students to come. In terms of the media operation and getting things up and running Eileen Shafer was extremely instrumental. In fact, she was on vacation part of the time she was doing this. I really wanted to thank you because those parents and those students are extremely appreciative of the opportunity that they received and I think that we ought to be looking for more opportunities like this. They loved the exposure. Dr. Evans, you saw the tape.

Dr. Evans: Yes, I did.

Comm. Hodges: They loved being exposed and saying they hadn't considered anything like this as going on around us. These were levels of understanding which they pointed out they were unaware of. So the more we expose our kids to things like this – which means I'll be bringing more, anything I can find – the better off they are. They left

saying, "I have to work harder because I want to learn more." That's what I loved about it. That was extremely impressive.

Comm. Teague: There's one last thing we skipped over with the fiscal. Comm. Rivera had requested a list of overtime for several departments. We were just trying to figure out what the process was for approving overtime before overtime is cleared.

Ms. Shafer: As of July 1, I have all the overtime money. If you want to work, come through me. In any event, this was an issue that we wanted to take a clear look at and be able to monitor closely as it's happening. I just finished two standard operating procedures that I'll bring to our next workshop meeting so I can go over it with you, but let me just tell you what they say. There's two different ways that overtime happens. One is through a department because a staff member needs to stay late, come in on the weekend, or what have you, to either complete an assignment or do a new assignment. All of that has to be approved by their immediate supervisor. What that means is if I was given a task to do and I didn't finish it, then I need to work overtime. But the supervisor needs to figure out why I didn't finish it during my regular workday. Did something happen? I'll give you an example. When we finished negotiating with the PEA we had to go back and do retro payments for four years on top of what people do during their regular workday. That's overtime. But when you can't finish your tasks during your regular workday and then have to come and do it as overtime that has to stop. We put up a process for that and we will see that go down significantly. The other piece is that when we have outside entities wanting to use our facilities, we have a cost for security and for custodians. In the past, not many entities were paying for those services. Now as soon as they go and put a request in to School Dude, which is our management system for facilities, it kicks out an invoice. If you want to use one of our buildings for whatever – we have a couple of churches that use our buildings – an invoice kicks out that says from 1:00 to 6:00 is 'x' amount of dollars for the custodians and security. They have to submit the funding for that 10 days prior to the event. If they don't, it's cancelled. Then if we have someone else who needed the building, we have time to get them in. Once that happens, they're going to submit to me the request for overtime for the custodian and security and then they work the overtime because it was approved and we sign off and they get paid. That's very different then what we've done in the past. You will probably hear out there that we are denying some folks to use our buildings because they will not pay what's needed for the security and the custodian.

Comm. Rivera: I'm glad you're taking those measures. Is there any way that we can look at this list and also make sure that this is not repeating again? I just want to make sure. This is a long list, very long.

Ms. Shafer: Yes.

Comm. Hodges: We may need to move to a policy along those lines. It's come to my understanding that people are using Hinchliffe Stadium and making money and we're not getting a dime for it and then we have to turn around and make sure it's secure and other stuff. We're totally cut out of the loop. They start here with a request for use, some of them, and then they go and raise funds. I think we need to clearly define that. That was one of the things Mr. Morlino was going to be talking about. We sat in a meeting and found out that people were hosting programs this month and taking up donations during the programming and there's no cut for the district. That's a problem because we have to go in there, clean it up, and make sure it looks presentable. I don't think that's reasonable. First of all, there has to be some set agreement between the city and the district as to how those funds are going to be collected and distributed and we don't have that in place yet. We need a clear understanding so that there's no

confusion. There has been some confusion around the facilities and how it gets repaired, secured, and this type of thing. This has left us with "It's yours. No. It's mine." It hasn't been done by anybody and the community has complained and they've taken pictures. Some people have cut the lock on the gate and the gate is left wide open. All that has to change and we need some clear understanding as to what happens up there, who uses it, when, what's the procedure for usage, and making sure the place is secure on a regular basis. None of that is in place now.

Ms. Shafer: Let me also add there certain areas where overtime is unavoidable. For example, in athletics, at the two comprehensive high schools athletics goes on seven days a week. Saturdays the building is open and you'll have security and custodians there. We have an MOU with recreation and they have use of our schools as recreation sites in the evening. That's an expense that you're going to see. Central registration is open here into the evening. That's overtime. There are certain areas you'll see and then we are going to try to stop any time we saw abuse in the past. But I just want to say there are certain areas that you're going to see where overtime is constant and there's a reason for that.

Comm. Irving: There are folks in this room who I see work very late hours away from their families. That makes sense. But when I see the amount of facilities overtime requirements where folks are making 35% on top for their salaries and our schools look like crap. My Board packets show up on time. There are security officers that have to be at games. These folks are in the back hanging out. They're sitting in front of the door making sure people are checked. A lot of those line items were facility positions. I'm looking at that saying, "My god, painters!" There have to be some quality controls put in place and I'm glad that's you. But I do believe at some point the Board is going to need to check that with a policy that says when a department or an individual reaches a threshold over a certain amount it has to be approved by the Board over a certain amount, maybe \$10,000 or \$15,000. There are some folks making \$30,000 or \$40,000 in overtime on top of their base salary. Any reasonable person or steward to public funds would look at that and say maybe we have something going on here.

Comm. Rivera: Also it's the disparity. I understand security guards obtaining overtime, but then you have some making \$1,000 a year and others making \$25,000. That's something to look at. You might have someone making \$60,000 a year. If that person works overtime the overtime rate is going to be way higher than someone making \$30,000. I don't know what your procedure is, but we need to look into that.

Comm. Irving: Or go back and say this person does this extra work. Maybe we need to compensate them at a much higher rate. That's how you benchmark salaries.

Comm. Rivera: A carpenter might have a special project. We don't know that. All we see is numbers. If he makes \$60,000 and \$26,000 in overtime that work can probably be done during the day. I understand every time a contract is settled, but you can plan ahead. If you know you're anticipating a contract being settled you can do all the work and then when the actual rates come in you can just input that in. You do agree that the overtime is pretty high. \$2 million is a lot of money.

Capt. Smith: I'd just like to add a couple of things to that that the Board may not be aware of. I can't speak for other divisions, but I can speak for security. I'm intimately familiar with the finances of it and I'm a good steward of public funds. I was the chief financial officer before I came over to the Board of Education in the police department. For example, when we do the private security I wrote into the specs that anybody that worked past their hours we gave them within 24-hour notice and we pay no overtime.

We pay a flat fee. We pay the regular salaries and this company has to absorb the time and half, we don't. I wrote that into our specs so we don't pay any overtime for that.

Comm. Rivera: We're talking about the internal security guards.

Capt. Smith: I'm talking about both because you can't escape it.

Comm. Rivera: The report we're talking about is the ones hired by the district.

Capt. Smith: Let's go to that one. When you get the report, let's say for argument sake somebody makes \$20,000 in overtime. \$10,000 of that might be coming out of a grant. Let's say they had a community school. There are 'x' amount of dollars that are provided for security. It's not against our general operating fund. It's against the grant money. Let's take Eastside High School, for instance. If you have an event going on and we had a shooting. We can't pick the security officer to be there based on whether they're on the job a year or two, but on who knows that situation better and who's got their pulse on it. We look at it and we can have a long discussion on it, which is not really meant for this meeting. We put a lot of thought into all of it. I just want you to understand that. It's not just simple facts, figures, and numbers. There's thought behind each one.

Comm. Hodges: I'm a little concern by that statement. It's still overtime. Whether or not it's a grant, it's still overtime. The grant should be handled under the auspices of the job that the person is here for. The grant doesn't say you're going to work every Saturday of the year. You don't have any grants that do that, so it's still going to be overtime. If you're paying \$20,000 in overtime for an officer, custodial, or whatever it is, it raises some questions about planning, on and on. That's the one thing. We have the city here where you can't even get overtime figures from the police department. They refuse to give them and they're taking the posture that they're not going to give them. As a taxpayer, I'm affronted by that. We don't want that happening here. Whether it's custodial staff or whoever, if they're making \$20,000 in overtime given this current climate fiscally, we need to look at the planning. That raises some serious issues as far as I'm concerned.

Dr. Evans: Just to bring closure here, there is no question in anybody's mind who observes what goes on around us that there are abuses. That's what you guys are telling us. We've put a process in place and now we need to make it work for our advantage to save some money. You're absolutely right. There are abuses. Regardless of where they are, we know abuses exist. We're taking care of it.

Comm. Rivera: Thank you.

Capt. Smith: Okay, but they don't exist in security. I can tell you that.

Comm. Rivera: I agree, Dr. Hodges. The funding is irrelevant to this point. Where the funding comes from is very irrelevant.

Comm. Kerr: Capt. Smith made a very important point. You're looking at the overtime based on the numbers that we have there. What he's saying is that part of that number that you're looking at could be tied to a grant. I'm not saying that we should not monitor or manage the overtime. We should do it, but what he's saying is that by just taking the raw number without looking at how you develop that number is a fallacy. We need to look at that also. It's \$2.2 million and \$1.5 million actually comes out of the district budget. That's a point I heard that I believe is important.

Comm. Rivera: Errol, I'm going to make it brief. For that security officer that earns \$20,000, that grant doesn't specify that it has to be used for overtime. We could pay some of that officer's salary out of the grant. It doesn't have to be overtime. The bottom line is the resources are going somewhere. The grant could be used for something else or we could use it to reclassify some of the salary. If the grant allows for salaries of officers, we could always charge part of their salary to the grant. It doesn't necessarily mean it has to be overtime. For example, if he makes \$50,000 a year and the grant allows us to charge 20% based on the amount of time he spends on the grant, that means the district only has to pick up \$40,000 instead of the \$50,000 and the grant would pick up the other 10%. But in this scenario, they're making \$50,000 and then another \$20,000. I work with grants all day. Let's give them the benefit and say the grant is going to pick up the \$20,000, we didn't get any benefit from this grant. This is a waste.

Comm. Kerr: I agree with you that we need to look at it, manage it, and make the necessary changes that need to be made. The only point I'm making here is that when we look at whatever the overtime amounts to, a portion of that number, maybe 10% or 15%, may be responsible for grants.

Comm. Hodges: I'm just troubled that you'd have an officer working and somehow the grant carries his or her salary over and above that 20%. That just raises a question to me.

Comm. Kerr: It's something we need to look at. It's something that we need to manage and restructure. There's no question. The Superintendent says he's going to look at it. I'm in total agreement with that. I'm just making the point that the raw number that we pick up might not reflect dollar for dollar what comes out of our budget. That's it.

Items Requiring Review and Comments

Personnel

Comm. Hodges: Comm. Cleaves, can I prevail upon you to give a personnel report? Or are you not prepared for it?

Comm. Cleaves: We did meet twice this month. Comm. Martinez has the reports for both of the meetings. At the public meeting, he'll be able to elaborate on the meeting, but we did meet twice this month.

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS PERSONNEL AND LEGAL MATTERS

Comm. Hodges: I've stalled long enough. At this point then we'll go into executive session and when we come out we'll do facilities and then adjourn the meeting.

It was moved by Comm. Cleaves, seconded by Comm. Irving that the Board goes into executive session to discuss personnel and legal matters. On roll call all members voted in the affirmative. The motion carried.

The Board went into executive session at 8:21 p.m.

The Board reconvened the meeting at 9:20 p.m.

Facilities

Ms. Shafer: Before you start, Steve, can you just address a question that came up earlier?

Mr. Steve Morlino: This is an abbreviated version of tomorrow's facilities committee meeting. We'll do it very quickly. I assure you it's going to be quick. I've been asked to do a review of where facilities are this summer. We had a 47-day window of opportunity and as of today we have 20 days left to get work done that excludes weekends. We're not working any overtime this year. In the past, we've worked overtime. Due to budget constraints we have not done that this year. I think we had three instances of emergencies where we had to work some overtime, but that was an emergent situation that could not be avoided. Other than that, we have not. With the budget limitations this year we've accomplished a lot of work, but not as much as I thought we would be able to accomplish if we had a full budget. On school relocations, we've moved Great Falls Academy over to Boris Kroll. We've moved Boris Kroll to the Alternative Middle School. YES is going to Colt Street and HARP is going to Colt Street. Target date is August 17. Single Gender is going to Smith Street. The rooms are ready. We're just waiting to move all the boxes out, but they can actually start occupying that space. We'll be moving TCUs from School 1. Because of the cost it had to go out to bid. The bids are due Friday and that will get moved. One TCU is going to go from Don Bosco to School 18. We put a chart together of all the school cleaning and progress made in each school percentage-wise and update that on a regular basis. I don't anticipate any issues with getting any of the schools ready for opening day. We're progressing well and we're on target. There are three charts in there for all three sectors. We're working with Kaboom to put a playground at School 25. That's moving along well. There are design meetings every Thursday and conference calls and the build date is September 18. We had some leakage at School 1. This is the modular building where the two buildings come together. There have been some issues with the leakage in this area between the bands around the buildings. We opened it up with in-house staff and we inspected it. All the insulation is dry. The problem is on the roof, so we'll be looking at that. At School 10 the roof replacement is proceeding. We have the approval to go and that roof will get under way shortly.

Comm. Hodges: What is shortly?

Mr. Morlino: Two to three weeks.

Comm. Hodges: They'll be completed by the end of the summer?

Mr. Morlino: No, they're going to go into September. We were supposed to start in July. We had some snags and delays and it's delayed a little bit. One of things we're doing this summer is we engaged a company to do a complete roof inspection on every roof in the district. One of our biggest problems is roofs. They're going to put together a complete assessment of every roof in the district, make recommendations, give us a summary, a cost projection, and help us do capital planning in the future. It will also include a database that will be cloud based. We will be able to go in and update it, look at roofs, the history of the roof, what was programmed for the roof, any problems with the roof that were identified, and repairs. We can put that into the database and you'll have a complete assessment of your roofs all the time all year long once this program is rolling. We'll be able to determine which roofs are worse and what we should be planning three, four, or five years down to road to fix or replace roofs.

Comm. Hodges: Is School 7 listed among that?

Mr. Morlino: School 7 was declared an emergency and we're working on getting that roof repaired. The county approved the emergency. We put stabilization in place. They did not approve the brick façade. They said that it was a maintenance item. To me it's beyond maintenance, so we're going to talk to them again.

Comm. Hodges: But we'll make progress on the roof itself?

Mr. Morlino: Yes. We're in design for the roof.

Comm. Hodges: Will it be secured by September?

Mr. Morlino: We will do patches if that's required. Right now we've done some work on the parapets to stabilize it, but depending on what the design reveals, if it needs a total rip-off, that's not going to be done until next spring. On ESIP, which is the Energy Savings Improvement Program, we've done the initial walk-through of all 17 of the first sites and that's progressing well. We're going to start the application for the remaining schools and the contract calls for them to have that program, the actual recommendations and local government energy audit completed by December. We hope to go out to bid sometime in January for that actual work. We've been doing a lot of preliminary work to that, such as replacing lights throughout the district. We're replacing 600-watt high-intensity discharge lamps that have a strike time. In other words, when you turn them on it takes four or five minutes to warm up. We're replacing those with 125-watt LEDs, which we also get a rebate for. We're reducing the energy by 475 watts per fixture. You can see the lighting levels change significantly. In a number of the buildings the left side is the new lights and the right side is the older lights. You can see the difference and you've reduced the wattage by 475 watts per fixture. At JFK auditorium where we had that problem in the front row with lighting we've put LED lights in the front. We retrofitted those fixtures and replaced those. We've put new lights in the entire JFK gym. At NRC there's been a problem for years with the lighting control panel for the stage. We replaced that and got that working. We've put new high efficiency lights in place. At School 1 there have been complaints about dark spots. We've commissioned public service to put some poles in and some dusk to dawn lights to light up the exterior and give it more security. We've gone ahead and replaced these with in-house personnel. These are the water heaters at NRC. I mentioned in the past the job is now complete. We did that entire job for under \$25,000. We had vendor quotes for \$180,000 to do that work. We're now doing safety valves in-house as the boiler inspections are under way this summer. We used to do this with outside vendors and we're now doing a lot of that work that can be done with in-house personnel. The only thing we've done with outside vendors in regard to that is certified welding. We do not have a certified welder on staff. This year for the first time we're cleaning boilers ourselves with our in-house personnel. The custodians are doing this. We bought some tube cleaning equipment. We've had demonstrations. Alan was kind enough to videotape it for us and we'll have ongoing training available online for future staff. We will be implementing that program districtwide. We've installed some new water fountains. We had violations with sinks with the types of faucets. We replaced those. We've installed the electric for smart zones in a number of schools. That was going to be outsourced and we've done that internally. The loading dock lift arrangement at Eastside was replaced. We're in the process of replacing the service elevator at Eastside High School. That's ongoing right now. At School 5 we're also replacing the elevator that's obsolete there. NRC has some very high filters that were never done by in-house personnel. This year we rented a lift and we did this ourselves and we'll continue to do that ourselves. There's no reason we can't do that kind of work ourselves. At pre-k we had some violations with regards to getting waivers. We've put

small toilets in a number of schools to come into compliance with that. New bleachers have been installed in School 25. If you recall last year, a seven-year-old was killed by one of these fold-down tables. We did a survey of our district and we found two locations that had those. We replaced them at School 25. That's the new table arrangement where they fold into the wall. At YES Academy we also replaced those tables and where there were none we installed them. We've gained some more space there. The Eastside High School girls' shower has been renovated. It now has individual stalls. The boys' area has also been redone. Hopefully they'll use it. At School 12 a new gym floor was installed. At Eastside High School we removed some walls with in-house personnel to create some bakery space. We're putting some walk-in boxes and creating a bakery there. At School 5 we're removing walls so the nutritional services department can have some new equipment installed there. We're giving them space to do that. The trailers at Don Bosco are going to be relocated to School 18. We had a couple of different options. Option one or two would require us to move the playground equipment and take some trees down to move that TCU to that location. At that location, I don't know if you're aware, the current TCUs have holding tanks. Sewage is held in both of these tanks and this tank is the water that's provided for the TCU. We're removing that as part of this project. We actually lease those tanks, pay for them monthly, and we pay for a company to come and service them, remove the waste, and fill the water tank. It's not the ideal situation and we will be changing that totally so that it has full utilities. One of the things we consistently find and I keep bringing up is preventative maintenance. We seriously have a problem. We're putting together the program. We've engaged someone who is doing this full-time now and we're going to be able to show you in black and white the man-hours necessary to do some of this work. When you have coils like this you have indoor air quality problems, your energy costs increase, you don't supply the proper air into the rooms, and you increase your asthmatic conditions in the school. The pressures on those gauges indicate that equipment is not going to last very long. Work orders for the month are the statistical data of what we've been doing. I won't bore you with that. We did a preliminary walk-through with the SDA of the Paterson Catholic site and we've identified a number of things. They're asking us for short and long-term issues with the building that we would like to see done. We're developing that list and we'll have to develop the educational program to move Don Bosco there as swing space. We were at the hearing tonight of the planning board for Colt Street. The vote was four yes votes and three no votes, so it approved. A recommendation to the County Superintendent is to use that for educational space to move the HARP and YES program into it.

Comm. Hodges: Before you move on, I know what they said they were going to do in terms of the accommodations and the fire escapes. With the three no votes, was that the major concern?

Mr. Morlino: The major concern was the egress from the building. We talked about the fire escape upgrades that are being done as part of this project. We talked about the training that will take place. We talked about the egress plans that will go into place. We will intensify our fire code official that works for us walking through the site on a more frequent basis. The concern was the height of the building and the egress. We discussed the fact that this is a fully sprinklered building. It's intensely sprinklered throughout right now, more so than any of the schools that we currently occupy. It has a state-of-the-art fire alarm system installed in it and it's going to have cameras for visual observations. The program is going to require that the principals do the training necessary for fire evacuations. The architect is designing a plan that will be posted throughout the building for each location.

Comm. Kerr: How many floors?

Mr. Morlino: Seven floors.

Comm. Hodges: One of the concerns was the fire escapes were only half...

Mr. Morlino: They are installing new steel dunnage to carry the fire escapes across the roof. You have to cross a roof on the fire escape. The new steel dunnage keeps the fire escape off the wooden structure. It's mounted on the masonry components of the building and it's expanded metal. There was concern about snow and ice. The expanded metal was triangular looking metal grates that snow goes through. They're elevated so even if it snows a foot the snow will not come up to the level of the platform. It's designed for that type of an application.

Comm. Hodges: And the side rails will be higher?

Mr. Morlino: The side rails are a minimum of 36 inches and we're raising the side rails on the actual tower itself.

Comm. Irving: Being that the charter school is across the street, what is the plan for potential bussing and egress for parents dropping kids off? That's going to be very crazy, and it's right across from City Hall.

Mr. Morlino: That was a concern that was brought up. There are going to be two spots as drop-off zones. They'll eliminate two meters in front of that location across from City Hall. That was part of the application. The school is about a block from the former HARP location. Parking will be the same. The staff will use the same parking that they go to now, so it really shouldn't be a dramatic impact. But again, no one was there from the educational end to talk to that part of it and they were a little concerned that we didn't send a representative.

Dr. Evans: Plus the hours, as we've discussed it, will be staggered. The morning admission and dismissal hours will be staggered for schools in that area.

Mr. Morlino: That will make a big difference. Work is progressing well on that site. There are all new windows in and 27 central air conditioning units going into that. The sprinkler system is all new. There are new floors and walls. They're already starting to paint, the floors are going down, and ceilings are going in in a number of locations.

Comm. Rivera: Do we pay for the parking?

Mr. Morlino: I don't know if we pay for parking.

Ms. Shafer: At HARP we used the parking garage and we have the tickets. We'll just continue the same and use the same parking garage.

Comm. Rivera: You're just going to increase the amount. Do you know how many teachers are going to go into that building?

Ms. Shafer: It's going to be the same. YES was using the parking garage over by the mall and HARP was using the one on Van Houten. It will be the same amount.

Mr. Morlino: It's approximately 53 staff.

Comm. Rivera: If the number doesn't change, that's fine.

Ms. Shafer: It doesn't change.

Mr. Morlino: With new construction, Marshall/Hazel is progressing along. I've put some photos in your packet and gave you a description of some of the masonry that's being put in the place. They're putting the bridge into place. They're putting in all the fill and stabilization on the ramp side. That's moving along well. PSEG is hooking up the permanent power to the site. This is the elevation, main entrance, and gym area. That's the barrow roof area and the wall assemblies. That's an interior shot of the heat pumps and duct work going into the building. It's moving along well. School 16 likewise is moving along well. There's a narrative in your packet describing some of the work that's going on in the area. That's a shot of some of the welding of the trusses and metal decking that's gone into place. That's the backfill transformer pad and access from the road facing north. That's a mock-up of what the wall panel system will look like. That's a cafeteria shot. That's just more steel going up and masonry units going on top of it. Those were my 69 slides. That is the condensed version of tomorrow's presentation to Dr. Hodges.

Comm. Hodges: There was a question about the Church Street buildings.

Ms. Shafer: We had added to the five-year facility plan the upgrade and renovations for 33-35 Church Street.

Mr. Morlino: That's correct.

Comm. Hodges: With the intent of using it for something?

Dr. Evans: Instructional. Actually, we've been asking now for three years about how we can repurpose that building for our use, particularly when it became difficult to sell. Then we learned what we learned with regards to what happens if we sell. Steve took a look at it and found ways of us being able to repurpose that building and use it for one of our instructional programs. We haven't decided which one yet, but that's the intent.

Comm. Hodges: Are we going to be forced to renovate all four floors to abate the asbestos on all four floors, or just the fourth floor?

Mr. Morlino: One of the initial things we'll do is take a look at the asbestos, floor tiles, ceilings, insulation and see what's friable, what must come out, and what can remain. A lot of times asbestos can remain if it's maintained in place.

Comm. Hodges: Our original concern was – and there might have been an issue with the Mayor at that time who happens to be the same Mayor – that if we were trying to renovate the top floor, which is where the leaking is, that we would be forced to do all four floors. That was the original concern, which is why we abandoned the building.

Mr. Morlino: I walked through the building. I don't see a major problem. I'm a licensed asbestos inspector and management planner. There's no doubt the roof needs to be replaced. The building has been let go and there's been a lot of water infiltration into parts of the building. There's some mold we have to take care of, but I don't see a major problem with asbestos. We will be taking out asbestos where necessary. If some of the asbestos is intact and is not friable, it will remain in place. We're required to do triannual inspections and six month surveillance and have a plan and program in place. My opinion is you take it out if it has to come out. If it doesn't have to come out, it can remain. Again, I'm a stickler on the safe side. I'd rather take out whatever is of any

concern. Sometimes you can get away with floor tile. The new Paterson Catholic is loaded with ACM containing floor tiles, the 9 by 9 tiles. They're in beautiful condition. To just go in there and rip them out for the sake of ripping them out, I would not recommend it. But at some point as that wears and tears and you need to replace it, it has to be handled in that regard.

Comm. Hodges: Okay. There was a concern about rodents at School 28.

Mr. Morlino: School 10 was an issue, as well as School 28 and School 4. There were a couple of schools that we did major cleanouts. Part of our custodial contract includes the Assured Environment Company, which does pest control. We've asked them to step it up. We're looking at a lot of situations where the door sweeps are missing and so we're replacing door sweeps. We're tightening up some of those things. We're dealing with old buildings. We're dealing with the breakfast in the classroom program. As good as it is, it does impact into greater pest management within schools. It makes it a little more difficult. Cleaning has to be intensified and we have to make sure that we're cleaning up residue food. We find food stored in some areas. They're saving it for the next day, so to speak. They put it on the window sill or on the univent to keep it cool and that attracts rodents. We need to address that. At the last two Board meetings I was at there were rodents at JFK running around the auditorium, which really got me going. We've addressed that also. But wherever you have open fields and neighborhood situations where the trash isn't really taken care of the way it should be, you run into these problems. It really needs to be stepped up as far as our pest control.

Comm. Hodges: School 28 and School 12 were brought to my attention, particularly School 28.

Mr. Morlino: We currently service all our schools every two weeks. There's a complete inspection done every two weeks. Some schools are more diligent in pointing out to the exterminator what the issues are and where they are and some are a little less adept at it. So we need to get more people on board. Once they bring it to light, it can be addressed.

Comm. Hodges: Okay. Is there anything further in facilities?

Resolution No. 4

WHEREAS, the operation of public schools that are clean, safe, and aligned with 21st Century Learning Standards is Goal 4 of Priority 2 of the 2014-2019 Strategic Plan for the Paterson Public School District (the "District"); and

WHEREAS, the District wishes to lease from 5 Colt Street, LLC certain real property located at 144-148 Ellison Street in Paterson, New Jersey, which will be used for school purposes; and

WHEREAS, the parties agree to enter into a written lease agreement for a five-year lease term, with an option to renew at the end of the term, at an annual rental cost not to exceed four hundred ninety-five thousand dollars (\$495,000.00), or forty-one thousand two hundred and fifty dollars (\$41,250.00) per month; and

NOW, THEREFORE, BE IT RESOLVED, that the District approves this lease agreement with 5 Colt Street, LLC, accepts the terms and conditions as written, and formally authorizes all action to effectuate same.

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

Comm. Hodges: This is the Colt Street Building, but it's actually 144 Ellison Street.

Comm. Teague: How many entrances and exits are there to that building?

Mr. Morlino: There are two entrances on the ground floor and then there's the exit in the rear of the fire escape.

Comm. Hodges: Those two entrances are actually linked together, aren't they?

Mr. Morlino: They're in close proximity.

Comm. Hodges: Are there any further questions about the Colt Street Building?

Comm. Kerr: I had concerns about the congestion at that area. Comm. Irving spoke to it and you did address that. As long as everybody is okay with it I'll go with it, but I truly believe that's going to be a bit more than we think it's going to be. The charter school is right across there. I've been there at peak hours and seen what it looks like. To add more weight to the traffic there is going to be tough.

Mr. Morlino: There's not much we can do with that.

Comm. Kerr: I'll ride with it.

Comm. Cleaves: I don't know if the city thought about it, and we probably haven't thought about it, but in the morning and in the afternoon when school is letting out maybe the traffic should just only flow down Ellison Street and don't let traffic come down Colt Street. Have barricades put up so that traffic is only going in one direction as opposed to making an L. It's just straight down Ellison Street. The buses are only going down Ellison Street and no one is coming down Colt Street. Block it off because it's a one-way street. Do you know how Market is a one-way this way? Ellison is a one-way that way. You only have one way in and one way out.

Comm. Hodges: Are you going to deny our Mayor access to his parking spot?

Comm. Cleaves: I'm sure our Mayor won't be at City Hall when the kids are getting there in the morning.

Comm. Hodges: You're presuming a great deal now.

Comm. Cleaves: That's a suggestion that probably needs to be looked into. You're talking about maybe an hour and a half in the morning and an hour and a half in the afternoon.

Dr. Evans: It's actually a good suggestion, but the Mayor has pledged to do whatever he needs to do to help us.

Comm. Irving: I think it's a very plausible option and it's one that would help. You could have a lane designated on maybe the right-hand side of that street for no parking. The city can adopt a "no-parking" ordinance from 8:30 to 9:30 a.m. and 4:30 p.m. to whatever to free the street up.

Ms. Pollak: I may be recalling this incorrectly, but I seem to recall that there is only a handful of students who arrive by bus. The rest of them take public transportation and they'll be left off at the same stop they've always been left off at and just walk across the street. I think there should be virtually no change. I don't think there will be a need, at least on our account.

Comm. Irving: The only school going in there is HARP. Am I correct?

Comm. Hodges: HARP and YES.

Ms. Pollak: YES students are adults.

Dr. Evans: They're students.

Ms. Pollak: They're under-credited.

Dr. Evans: No. You're thinking about the other program.

Comm. Hodges: Is there anything further?

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

Ms. Shafer: Steve, can you just come up for one second. There was a question earlier around the SDA. What furniture do they supply with the new schools?

Mr. Morlino: For new schools any furniture, fixtures, and equipment is supplied by the SDA based on the school district's needs. They supply furniture for all the classrooms. They'll supply furniture, teacher desks, wardrobe casework, built-in casework, and computers for students. That's all included in the FF&E. Library and media center is all included. There will always be furnishings you need to supply on your own.

Comm. Hodges: We're still frantically negotiating the alternate location for HARP. We're trying to move HARP into an anticipated building along with a medical school in close proximity to St. Joe's. The holdup currently is that we can't engage in lease purchase agreements and we did not want to lease the building. We wanted to purchase two or three floors of the building but we have not been able to get out. A law was passed that said we can't engage in lease/purchases, even though it may save the state money. So we're trying to figure out a way to get around that limitation before this particular developer is forced to downsize his building. We're working frantically to come up with a measure to address that and at the same time we're trying to urge our State Senator to sponsor a bill in the Senate that corresponds with what Assemblyman Wimberly already has in the Assembly. That's where we are with that. We're going to be meeting with them maybe in two weeks, if not sooner, to try to craft a solution to that for HARP ultimately. Is there anything else?

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

The meeting was adjourned at 9:54 p.m.