

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

June 3, 2015 - 6:51 p.m.
Administrative Offices

Presiding: Comm. Jonathan Hodges, President

Present:

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

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

Comm. Manuel Martinez
Comm. Lilisa Mimms

Absent:

Comm. Flavio Rivera
Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

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

Comm. Martinez 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
June 3, 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

Discussion on Internal Audit Report Findings on Early Childhood Providers Friendship Corner I & II, and Greater Bergen Community Action Association of Paterson for the 2013-2014 Fiscal Year

Ms. Nancy Aguado-Holtje: Good evening everyone. The Paterson Internal Audit conducted an audit of Friendship Corner, a provider participating in the New Jersey DOE Preschool Education Program, for compliance with the terms of the contract for the 2013-2014 fiscal year. Friendship Corner is a non-profit childcare center providing services to the children of Paterson. There are two locations, which are 279 Carol Street (Friendship Corner I) and 186 Butler Street (Friendship Corner II). The providers' combined budget served a total of 360 children and is budgeted for \$4,832,568. As a result of the audit, three deficiencies were noted, which I will identify and provide a corrective action and method of implementation for. Finding number one – the provider underspent the budget by \$489,831.89. The district is in the process of recovering \$315,000 from Friendship Corner I and \$146,066 from Friendship Corner II, by reducing the monthly tuition payments. Finding number two – the auditors noted minor accounting and coding errors. The provider's accounting department has been directed to utilize the self-review procedure to eliminate and reduce errors. The district will continue to review the general ledger in detail to ensure the center complies with district procedures. Finding number three – the auditors noted several unallowable expenditures. Again, the provider has been directed to utilize the self-review form and other compliance procedures to eliminate errors and unallowable expenditures. We will continue to review the general ledger in detail to ensure that the center complies with district procedures. Those are the findings for Friendship Corner I and II. Are there any questions? The Paterson Internal Audit conducted an audit of Greater Bergen Community Action Association of Paterson, a provider participating also in the NJDOE Preschool Education Program, for compliance with the terms of the contract for the 2013-2014 fiscal year. Greater Bergen Community Action Association is a childcare center providing services to the children of Paterson. It is part of Greater Bergen Community Action, Inc., which is a private, not-for-profit organization. The center operates as a Headstart location. The center is located at 500 East 35th Street in Paterson and was budgeted to serve a total of 225 children. The approved budget was \$1,734,660. As a result of the audit, two deficiencies were noted. The first finding was that the provider underspent the budget by \$242,635. The district will recover this amount from the provider by reducing the tuition payments. That will be completed this month. Finding number two – the auditors noted minor accounting errors. The district directs the center's accountants to comply with the district procedures to ensure that errors are corrected in a timely manner. We continue to review the general ledger in detail to ensure that the center complies with district procedures. Are there any questions?

Comm. Kerr: Do we train these service providers in the way the funds are supposed to be...

Ms. Aguado-Holtje: Yes. We have budget meetings every year around April. We have meetings at the beginning of the year to review all of our compliance and procedures once again to ensure that they are followed. When we look at the quarterlies there's ongoing conversation at all times.

Comm. Kerr: I'm just wondering because it seems like some of this non-compliance is deliberate. If they are trained and instructed on the protocols and we are coming up with these extraordinary amounts of money not spent or spent in the wrong area, it means that...

Ms. Aguado-Holtje: The bulk of the money comes back from usually salaries and benefits. The minor accounting ones are minor amounts. We're not talking about the \$130,000 because of errors.

Comm. Mimms: With the deficiencies that were found, what is the timeframe with the remediation plan that's in place?

Ms. Aguado-Holtje: All of these will be completed by this month. We already reviewed the ledgers and by the time the audit is done most of the time we're already in the process of taking back the money, because the review is taking place by our department and by the auditors.

Comm. Kerr: I know we as a district do some kind of audit of these service providers. How do we go about it? Do we set schedules to go in and do the audits?

Ms. Aguado-Holtje: The internal audit decides on an ongoing basis. I don't know what their method is. I just receive the findings and report it. I don't know the procedure that they use. They are all audited.

Comm. Kerr: I'm just asking about the schedule. Is it every six months? Is it every three months?

Ms. Aguado-Holtje: It's continuous throughout the year, depending on who is being audited. They'll do centers throughout the year. That's why you see me throughout the year to present the audit. Are there any other questions? Thank you.

**Discussion on the Office of Fiscal Accountability and Compliance (OFAC)
Findings of the Norman S. Weir Elementary School New Jersey Assessment of
Skills and Knowledge (NJ ASK) Erasure Analysis Security Review**

Ms. Shafer: Good evening. I want to report that at Norman S. Weir there was a testing breach that goes back to the 2011-2012 and the 2012-2013 school years. The breach was specifically the NJASK Erasure Analysis Security breach. What that means is that wrong answers were erased to right answers. The state looks at two years in a row of that type of activity and then they come in and do an investigation. As you know, the Superintendent takes this very seriously. With any of our test breaches we have investigations. The state is involved as well as the county office, as well as our own internal director of assessment who does an investigation, and then moves it on to the county and to the state. That's exactly what was followed in this case. In the fall of 2014 the State DOE came in and did their investigation. There was a finding and what we had to do now is develop a corrective action plan where we will ensure that all of our test coordinators, administrators, as well as our teachers who are proctors and examiners are all thoroughly trained on the administration of state assessments as well as the security of the assessments. Also, if there is any disciplinary action that needs to be taken, we will take that disciplinary action very seriously. Are there any questions?

Comm. Cleaves: Was the finding a negative finding?

Ms. Shafer: Yes. Are there any other questions? Next, I just want to announce the parent breakfast for the district. You have a flyer in front of you. It's this Saturday at La Neve's. We hope to see all the Board members at the breakfast.

Five Year Long Range Facility Plan

Ms. Shafer: As many of you know, we have been working diligently on the Five Year Long Range Facility Plan. We have in the audience some of our committee members, specifically Rosie Grant, who was one of our chairpersons. We had four chairpersons. We also have Ken in the back, Bob Guarasci and those members of cabinet who were

on the committee, the Superintendent, and Board members. This was a yearlong plan. Steve Morlino and I were very much leading the way and a lot of work and time went into developing this plan. We had the skills and the talent of the DeYoung Firm who was working side by side with us. We had community forums. We brought the information to the community to elicit their feedback and ultimately put our Five Year Long Range Facility Plan together. I'm going to ask Dave Sturtz if he would come forward and go over with you the recommendations of our five year facility plan. You have in front of you the recommendations as well as the PowerPoint that Dave is going to use.

Mr. David Sturtz: Good evening. I appreciate the opportunity to present. I'll go over a brief recap of how we got to the recommendations, the process that I introduced at our first Board session. I will go through it very quickly as a refresh and then get into the meat of the recommendations themselves and how they were created, and then how we developed some priorities for the recommendations. You're welcome to follow along in your packet and take any notes. And then at the end we will have Q&A time. We looked at condition, data capacity, data adequacy, as well as educational adequacy. We look at different types of FFE, furniture, fixings, and equipment, we would like to see standard in different types of classrooms, regular general education classrooms, physical education classrooms, art classrooms, music classrooms, so on and so forth. For example, if you have a general classroom being converted to an art room and it doesn't have the sufficient plumbing and those kinds of things, then in our book it's a general classroom. We would count it deficient for art. What's the functional capacity of the space? How is it being used? How many students can be comfortably educated in it based upon your student-to-teacher ratios? Then we can determine what schools are properly utilized, underutilized, and what are over. We then look at the educational vision of your district. What's the district leadership looking for in all of the facilities? How does citizens' feedback play into that? We go out and we start with the first community dialogue. We're at the first community dialogue. We set an educational framework. We ask questions of the community to say what guidelines should we use, in your opinion, for planning? We overlay that with the district's mission, vision, and goals, our experience, and we come up with the first draft of options. We did a plan at the beginning to set the scope and sequence. We had a steering committee that met and planned throughout the entire process. For two meetings they reviewed the background data and helped us prepare the framework questionnaire of the community. We had the community dialogue number one, which I aligned with the future's conference and educational questionnaire over three consecutive days. We then develop options based upon the data we had and upon the feedback that we received at the first community dialogue. We took those draft options to the steering committee to have their review and edit. We incorporated their edits, brought the revised document of options to the community for three consecutive days of meetings, got their feedback, and I'll show you an example of that in a minute. Based upon their feedback we went back into executive session and refined the options into recommendations to present to you. We had the steering committee review and edit those for two more meetings and now you have the completed document through all that. It's a very intentional process of getting the framework and the data set and then weaving in different layers of community feedback. One of the examples here that we used in the recommendations is this is community dialogue number two results of the area around Don Bosco, the schools in that general area and the elementary schools. We had four different options for these schools and based upon all these options, option II received the strongest support. 54% of the folks preferred the option of building Don Bosco at a larger capacity and moving the middle age students from area schools into Don Bosco, relieving the pressure on overcrowded elementary schools and balancing enrollment in that area while providing a refresh for Don Bosco because of its condition needs. So

matching condition needs with capacity needs we came up with that as the option and that was most preferred. Other things we looked at are enrolment projections, which we performed in different ways to look at where students lived and where students attended. You were generally flat in your enrollment with a slight decline projected where you see most of your schools are flat, which is not surprising because you're a high population density area, although there are small pockets of relative growth compared to other relative decline that balance out. One of the important things that we are going to do later this summer when we actually present this to the SDA in the format that they've selected, which as a side note they have not given me access to yet, but once I do have access I will enter all that information. This is a comprehensive facilities plan. It is not a wish list of stuff for them to build, without being trite about it. It is a facilities plan that has some capital expense needs in it and it also has some facilities options that are not capital intensive that do not require capital funds. It is important for us to show to the SDA that this is a thoughtful plan that is trying to do the best for the district from a capacity and a condition standpoint as well as educational programming to show that it all works together. In this document here we're showing how there are really two sets of projects, those that will require funds from the SDA and those that will not. We want to highlight that front and center. What we will require from the SDA is some districtwide options that we believe are important to have all schools have science classrooms, art classrooms, music rooms, and to have a certain segment of those schools with interactive projection technology like we have here today, a library, and access to gym or play space. We know it's not practical in Paterson for every school to have a dedicated gym on site. But we do want students to have good access to gym space if it's not possible on site. We want clean, safe, and comfortable schools. We want clean and safe drinking water, which will require plumbing renovations, which will be a capital-intensive project. Also, we want to expand partnerships to develop the whole child and that can be pursued without SDA funding, which is going to be our number one priority that we're going to submit to them, to get out of the lease/purchase prohibition, which I'll discuss in a minute and how it relates to HARP. Then things that the district will pursue without SDA funding are moving towards more movable furniture in the classroom to allow for more project-based learning and different pedagogical approaches throughout the class day, to move more students into permanent facilities and out of temporary units, adding laptop carts where they are needed, and continuing to increase bandwidth. The district will continue installing additional signage, security lighting, buzzer systems, so on and so forth. We will continue partnership with St. Joe's particularly around HARP and reaching out to the local community, setting the stage to the SDA that this is far more than a construction list that's being requested. When we do planning we break schools down into planning units which do not necessarily overlap with your wards. In fact, they don't exactly. There's some overlap there, but we look for planning units what would make sense to plan together from a school boundary perspective but also natural boundaries such as railroads, major highways, rivers, and things that divide schools geographically. When we did that, the first planning unit involved Don Bosco, School 14, School 19, School 27, and School 5. The data is showing that School 19 is overcrowded. St. Mary's as an early learning center is a leased facility. Insofar as it's possible we'd like to get out of a lease in most cases and enrollment here will be flat for approximately five years. Don Bosco has high condition needs and School 19 is overcrowded. The idea was that Don Bosco with its condition needs can be rebuilt at a larger capacity and when we program 1,200 middle schools there are essentially two 600-station units functioning together as a whole to make it feel small in a team teaching approach while getting the efficiencies of a larger school. When you do that you can shift all of the middle age students into the new Don Bosco, get them into a new modern learning center, and distribute the elementary students among the area schools to lower the pressure on School 19. Rather than trying to just build on School 19 which is problematic, we're building where we have space and

where we have a condition need. It seemed to be the best scenario and the one that the community liked the most. In our second planning unit this was constrained to simply John F. Kennedy and relatively speaking to other facilities there were not major condition needs that jumped out. By and large relative to other priorities there wasn't a whole lot of capital intensive that we needed to consider, especially with the enrollment slightly declining over the next five years relieving some utilization that's tight but not overbearing. Here we simply have programmatic options that may or may not require SDA funding, particularly around outdoor learning spaces and creating technology renovations. In the second planning unit, Paterson Academy for Urban Leadership, School 12, School 28, and School 4, this is another example of an option that's not capital extensive that requires some funding but is not a new school in this area. We're doing conversion changes to School 4 and School 12, converting them to a k-5, and then School 12 to a 6-8. Convert the Urban Leadership Academy to a pre-k/k facility and expand the Gifted & Talented program at School 28. This is something that the SDA does not necessarily need to be all that involved in, but it's important to show the comprehensive nature of the plan. In planning unit 3 we have School 10, School 18 and School 6. In this area we have a hard time looking for land to build in and there's a need to do that. We looked at the fact that School 18 is overcrowded while School 6 and School 10 have some extra capacity. Any time we see that scenario and there's an adjacent boundary we think let's look at a boundary change. In this area it just doesn't work. You can see the shape is too long and narrow. There were major road and railway boundaries that were making this problematic and where the students were located we just couldn't find it to work very well. To relieve the overcrowding what we're looking at here is to build an addition on School 18. If you look at the back of your packet we did a feasibility analysis showing the square foot allotment needed to create this kind of addition. You see that at the back of the options packet not on the back of the PowerPoint. There you can see the areal of the school with the proposed area for growth. When you do that the TCUs across the street can be converted to a parking lot to allow for extra parking when the extra students come. We're also looking ahead in that area wanting to expand pre-k/k. Those kinds of buildings require less acreage to build upon and there are some possible sites there. The request is to build a pre-k/k facility in this area to afford that to the area students. The fourth planning unit is Rosa Parks Fine and Performing Arts High School, School 1, School 26, School 21, and STAR. In this area this is largely a programmatic recommendation for Rosa Parks in particular. With its concentration on the fine and performing arts it should have modern fine and performing arts learning spaces. It simply is not up to your standards. What we're looking at is adding a six-class addition, which is not all that large. But within it taking some of those classrooms dedicated for fine and performing arts and then two 3D arts classrooms as well, some practice rooms, and three additional regular classrooms. Similarly, the desire is to knock down and rebuild the auditorium at a slightly larger capacity with updated technology to suit the programmatic needs of Rosa Parks. If I do not mention a school in the planning unit the reason is that we want to get to the districtwide options of increased technology and security access, plumbing, as well as condition renovations. But there is no direct capacity need to add or shift students around if it's not listed. I just want to make that clear. Every school is considered, but not every school needs additional capacity or is under capacity that can accept more students. In planning unit 5 this is Martin Luther King Jr., School 13, School 20, School 24, Fine and Performing Arts Elementary, Rutland and Early Learning Center. This is where the new School 16 is going in. This area has overutilization issues, but once School 16 comes in that can balance the enrollment. Whenever you add a new school you have to shift boundaries in the adjacent schools to the same configuration. The desire is that when School 16 comes online to make that a Full Service Community School, Dual Language School and Newcomer Center one or more of the following. There's a plan right now for a permanent Newcomer facility, but

looking at this being a school that would offer some special services for community members. We have planning area 6, which is Alexander Hamilton, Dale Avenue, Norman S. Weir, School 2, School 3, and YES Academy. In this site because of the condition needs at School 3 the desire is to raze and rebuild it back on site. We need a school there and School 3 has the condition issues that the belief is that it needs to be rebuilt. It cannot be rebuilt until the Hazel/Marshall is complete. Once Hazel/Marshall is completed in this area then we can use swing space at Dale. As Hazel/Marshall comes in students are shifted around and we can use the adjacent Dale site for swing space during the raze and rebuild phase. Here we really wanted to get out of School 29 as a leased facility and look at building on the School 7 site to have one school in this area get out of the lease and simplify. Building on School 7 in the study and looking at it just simply wasn't feasible. Even though that was an option that we floated for quite some time after further study we took it off because of the difficulties of building on the School 7 site. What we're looking at now because of condition needs at School 7, which we're hoping to rebuild at a larger capacity, we're just looking at historical renovation. Since it's an older school, there's some belief that it may need some special consideration, but it needed to be renovated. We have EWK, Old Roberto Clemente, School 11, and School 15. We have condition needs with aging schools in this area and School 11 is overcrowded. What we're looking at here is a combination of renovation, new construction, and program change. The recommendations are to change Kilpatrick to a pre-k through 3 program with and a focus on dual language, to move the fourth graders into School 6, to build an addition on School 15 for 300 seats, and to build a Newcomers center on the School 11 site. You close School 11, rebuild a school on that site for the Newcomers center, distribute the students into the area schools, and do a full renovation of Roberto Clemente. When we talk about a full renovation we're talking to the structure of the building and rebuilding it back internally, keeping the façade for a structure which is less expensive, typically three-quarters of the price of new construction. In the Eastside area we have Eastside, International, NRC, PANTHER Academy, and HARP Academy. We have six middle schools in the area. We have HARP Academy at capacity and it's not exactly where we want it to be. We'd like it to be in the St. Joe's medical complex. This is where the lease purchase prohibition comes in and getting released from that. The desire is to enter into a lease purchase agreement on the medical complex there to get the students to have close proximity and partnership with St. Joe's and then over time that building can be acquired but it can't be right now. When it was first floated to the SDA it was to let you all out of that prohibition so that you can make this programmatic shift for your students. There are other options here. One is the culinary arts wing at Eastside. Eastside currently does not have teaching kitchens for its culinary arts program. My understanding is that they're old style home economics kitchens but not teaching kitchens. So the idea is to add a wing there to make real culinary arts teaching kitchens there at Eastside expanding some of the capacity. Then from a field house perspective we want to add a field house and concession stand to Bauerle Field and turf the northeast field at International High School. The reason is there's a plot of land at IHS that is being used for sports but could be used much more extensively were it to be turfed without it having been run down and renovated. So we can just put turf on it, forget about it, and let it be used year-round because athletic space is at a premium for you all. One of the interesting shifts in this plan was we were going to take the playground at NRC and move it to School 15. That's something that we can do internally at a relatively low cost. The elementary school doesn't have a playground. There's space of it. We can put it there. The New Roberto Clemente doesn't need it. We can replace that with outdoor learning space. Again, one of the options is to show the SDA this is thought out and thorough in just about every way. Acquire land next to PANTHER for its expansion. Because of the success of that program we desire to continue to build upon it. There's adjacent property that can be acquired and is being looked at right now for cafeteria,

gym, and classrooms. Finally, moving the HARP Academy to the St. Joe's Medical Complex as described. In our last planning area this is School 25, School 8, School 9, and the new Hazel/Marshall. What we're looking to do is when Hazel/Marshall comes online this will help relieve overcrowding in this area and will take care of the capacity issues. Next we look at those athletic opportunities and there's a possible site across from School 8 that we've been interested in acquiring to allow to have an indoor athletic PE space. After Hazel/Marshall comes online there's also a desire to move the bilingual program into the new School 16. With all of the programs and projects that we have set forth as recommendations to the SDA in our facilities master plan we're going to prioritize them. Having not been able to access the site that they're going to make me enter this into, I'm not sure how this prioritization will technically take place, but I can assure you if I can submit appendices to the document it will. We want to allow Paterson to enter into this lease/purchase agreement because of HARP in particular and we want to lead out with something that says this is not just an 'ask for money.' This is a comprehensive plan. It sounds like beating a dead horse, but it's so valuable to put that plan forward to the SDA in that light. Second, to design and rebuild Don Bosco, which is a major capital priority, to design and build a 20-classroom addition on School 18, to raze, design, and rebuild School 3, and to raze, design, and rebuild School 20. School 20 has condition needs and it also just has available land to build upon. That's something that is sparse, so we might as well seize the opportunity and build it to expand the capacity and get more students into modern learning environments. At the end of the day, although there are many different recommendations in here and it's hard to follow, the goal is to get as many students as possible into the most modern learning environments as possible. And when that's not possible, it's to augment the current existing environments to make them more suitable learning environments insofar as we're able. With that, I'm happy to take any questions that you may have.

Comm. Martinez: Thank you for the presentation. You referenced earlier on in the presentation that there are some capital expense needs that are associated with this plan. Can you just outline what those needs are? A lot of what you outline is improvements that are rather feasible, but what are some of those capital expense needs?

Mr. Sturtz: There are three categories that I can think of. Let me know which one I can follow up on more. One is obviously the new construction. When we're making an addition or razing and rebuilding that is capital intensive. Secondly, when we identify condition needs that need to be renovated in schools that are not being rebuilt, that's capital intensive. Thirdly, augmentations to the building such as redoing the plumbing to make sure that all schools have science classrooms, dedicated libraries, music rooms, and those kinds of things. Those are the three categories of capital. Which one were you thinking of that I can follow up on?

Comm. Martinez: They're all very broad. Just estimate roughly.

Mr. Sturtz: What will it cost? The total cost of this has not been figured at this point as far as if you were to build everything what it would be. Behind the veil here, and we have the documentation, we can follow up this meeting with an email that lines this out for you, we looked at an FCI, a facility condition index, which is a ratio of the cost to repair a building versus the cost to replace it. The cost to replace it was built upon your latest construction, which was a little north of \$300 per square foot. That is without soft costs or planning costs and those kinds of things, which brings it north of \$500 per square foot. We used the construction cost as the denominator in that FCI ratio. From that, it would be fairly easy for me to provide you a cost estimate with those two

numbers in mind for what all these construction costs would be. We can provide that within a week or two.

Comm. Martinez: That would be great. For two, three, four, and five if you could project by project provide that outline so we can see what each cost would be per project.

Mr. Sturtz: Absolutely. The methodology we're going to use, just to let you know as a head start to that, is estimated square foot. For example, at School 18 I think we estimated at 800 square feet. So the 800 square feet times 35% circulation factor on top of that would give your square footage around 1,000 square feet give or take. Multiple that by the cost per square foot and that's going to be your estimation.

Comm. Martinez: So there's our formula.

Mr. Sturtz: Correct.

Comm. Martinez: If you could provide us with that that would be great. Next step is this gets presented to the SDA?

Mr. Sturtz: Yes, sir.

Comm. Martinez: Do you have a ballpark timeframe? I know it's very hard to pinpoint. Any ideas roughly of when this can start happening potentially?

Mr. Sturtz: Let me answer that in a couple of ways. Once I get the website, I can start entering it and that could help jumpstart the process. Because our facility master plans are not designed as simply capital bond programs there are these non-capital intensive elements of the plan that can be implemented very expediently now. Some of them are incremental, such as replacing furniture that's being broken with more movable furniture. That's more of an ongoing new normal type of thing that can start now. I guess it depends upon the severity of the capital need. When we talk about the additions and the new construction, Steve Morlino would know better than I the time from design to build right now. It varies around the country. Typically, I'm seeing 18 to 24 months for most projects. High schools can take longer.

Comm. Martinez: I thought you were going to say years. It gets presented to the SDA pending approval of certain shorter-term projects that can start now and then longer-term projects which would take a little bit more time.

Mr. Sturtz: That's correct. To preempt another question, it was asked if elements of this plan as a whole are not approved by the SDA, what then? First of all, I am presenting this as a package and saying this is what the Paterson Public School District needs, this is what we researched, and this is what we planned a year for. This is it. This is the whole thing. When we submit it to a district it is a whole package. It's not a buffet menu, so to speak. We're going to take that same approach to the SDA, but in the event that some elements are not approved you would just back up the dominos. For example, School 7 was one that we had on the docket for a while, getting out of School 29 and moving those students into School 7. Once that didn't become approved or not realized we just backed it up and now we're looking at other things we can do to School 7 keeping School 29. That same kind of logic would apply.

Comm. Martinez: Thank you.

Comm. Kerr: I just want to follow up on what Comm. Martinez asked. He was asking about next steps. Regarding the prioritization, when this plan is submitted to the SDA, do we tell them which building we need, what we need, and when we need it? Or do they decide?

Mr. Sturtz: I would defer the question of the SDA's decision making and timing to those who have had more experience. Dr. Evans?

Dr. Evans: We always tell them what our top priorities are and the priority order. Every request we submitted is that way and we will do that in this case as well.

Mr. Sturtz: To extrapolate slightly on that, how we came up with this priority is at the last steering committee meeting we spent about 45 minutes to an hour and said for everybody to go through and say what your top five priorities are. People would work together individually and in small groups and we'd start shouting things out ranking them. We had a robust discussion about the pros and cons of that. Dr. Hodges was involved at that steering committee meeting. The steering committee of district employees and folks from the community like Rosie, Irene, and many others helped to craft those priorities.

Comm. Hodges: Any additional questions? You talked about putting turf on International High School. Is there any consideration for putting it up at Kennedy in the back where they have their practice field? They often complain about that and that whole area gets a lot of usage in terms of football.

Mr. Sturtz: Not to my recollection, but I can go back through notes on that. When I send that follow up cost estimate we'll include a discussion of that topic to see.

Comm. Hodges: Why was School 21 placed in the group linked or tied to School 6, School 21, and School 10?

Mr. Sturtz: It's part science and part art to come up with the planning units. To be honest, this was way back in August and September when we met to create these. Therefore, we just worked in a clockwise fashion around the district starting in the northwest corner and at the end of the day it just came down to its proximity to other schools and certain geographic boundaries. I can't give you a definitive answer at this point. It's been too long. I've forgotten. Practically speaking, it doesn't materially impact the option. For example, with the needs for additional seats up near School 18 it's continued to be down more in the School 6 and School 10 area and still too far to do anything materially in the School 18 area. If you'd like for us to look into that further we can.

Comm. Hodges: How did you arrive at your projections about the decline in enrollment?

Mr. Sturtz: That's a good question. Our chief demographer did the enrollment projections. We have an enrollment projection report, which I'm not sure if you've reviewed yet, but we can certainly make sure that you have a copy in your hands. It shows the methodology and essentially it's a cohort survival methodology. We look at kindergarteners becoming first graders, becoming second graders. What's the cohort survival ratio year-to-year back in time over a ten-year period? We look at where those students live and based upon live births within your district was the projection of where the students will live and how they will grow based upon births. Tie that to the cohort survival method and then we get an estimation of where students live and how many are going to be in the future. We actually did two projections. We did by where they

live and where they attend. The short answer is live birth plus cohort survival methodology looking at where students attend and where they live.

Comm. Hodges: We have a significant immigrant population. How do your projections adjust for the input?

Mr. Sturtz: That's an excellent question. The way that it accounts for it is through the cohort survival method. When you look back over a ten-year period and you see how many first graders became second graders and how many second graders became third graders, it is a broad instrument but it captures transiency. It captures not only students who are there in first grade who become second graders, but those who came into the second grade from outside the district and then left in fourth grade or vice-versa. It captures it by default.

Comm. Hodges: Okay. I would be very interested in seeing that.

Mr. Sturtz: Sure. We'll make sure you have that report.

Comm. Hodges: Any further questions? Do give my regards to Mr. McKenna.

Mr. Sturtz: I will give a lot of information and a lot of persuasion, I can assure you.

Comm. Hodges: Thank you very much.

Mr. Sturtz: Thank you.

REPORT OF STATE DISTRICT SUPERINTENDENT

Dr. Evans: I have only one additional comment and it is in relation to the science fair that was conducted today at John F. Kennedy High School. I visited for a period along with many other staff and I thought I recognized some parents who were there as well as many of our faculty members and district office staff. I want to communicate to you and I told the students how proud I was of the work that they brought to that fair and how articulate they were in demonstrating their projects. I walked the aisles and they would stop and would go through. They didn't do it just for me. They did it for everyone who walked through and wanted to see or hear a demonstration of their work. Particularly the younger kids, the first and second graders, were every articulate. They knew exactly what they were looking for. They had their hypotheses. They had their procedures. The next time we have one I would advise you to go. Our kids have learned from their teachers new learning for the teachers as it relates to some of the attributes of the curriculum that they've been taught by the Institute for Learning, the application of not only what they read or what they actually practice in mathematics, but the critical thinking and all of that was very clear and very obvious in their thinking. When you ask probing questions of them they were very responsive. You would have been very proud of them. That concludes my report.

Comm. Hodges: Dr. Evans, they had actually asked me to be a judge in that event and I'm extremely disappointed because I simply could not attend. In fact, I'm probably going to cancel the facilities meeting tomorrow because I don't think I'm going to be able to be there. I do hope that you can extend my apologies to the organizers and the people involved because I was looking forward to doing that. Unfortunately, I'm not as young as I used to be and there are consequences evidently for getting older, painful consequences, so I wasn't able to do that.

Ms. Shafer: I just want to also compliment Susie Peron and her staff for putting it together. I had the privilege of giving out the trophies and it was interesting to see how many of the girls won. Also, in the second grade there was a team of three boys who won. It was really interesting how they got together and formed teams, but also there were individual winners. You also had winners in the special needs population and two winners from the bilingual program who had to do theirs in their native language because they don't speak English. It really went across the entire district and it was really great and there were a lot of parents who were there when we had the award ceremony. There was a great showing.

Comm. Hodges: Before you conclude your report, Dr. Evans, do you have anything further for us in terms of the layoffs?

Dr. Evans: Nothing beyond what I shared with you last night. We're still working. As I mentioned last night, there is some follow-up work that I'm doing in looking at the budget. As a matter of fact, there's a report that you asked me for that I should have by the end of the day tomorrow. We worked on it today but didn't finish it. Nothing in addition to what we shared with you last night.

PUBLIC COMMENTS AND SPECIAL SESSION ON POLICIES FOR SECOND READING

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

Ms. Rosie Grant: Good evening. I'd like to thank David before he leaves for that facilities presentation and to tell you that a lot of work went into the development of that plan. As I listened to you at the retreat yesterday talk about the lack of community engagement that was a tremendous community engagement effort on the part of the district. The community did in fact participate and came out in support and gave their feedback on the plan. A lot of the changes were made based on the community input. I'd also like to say that I did an interview with NJTV yesterday that you may have seen. My concern was around the teacher layoffs and how it might force up class sizes and lead to push-out in the schools and increased suspensions and discipline problems. I have new information today. I'm now informed that our class sizes are actually fairly low and there's not an expectation that they will be too high to manage even with the teacher layoffs. I do look forward to taking a look at that data as we move forward and to hearing more about how we will compensate for the loss in staff. What they did not air on the interview that I'd like to share with you is again I reiterated the amount of money, the \$170 million we are short because of the shortfall in state aid that we have not received over the past six years. We're continuing that campaign and I'm here to encourage you to keep on watching for and supporting our role and our work in advocating for the state to do the right things by Paterson kids. Thank you.

Comm. Hodges: Could you just explain one more time for those who might not understand what you mean by \$170 million?

Ms. Grant: The School Funding Reform Act was passed in 2008 where the legislator passed a formula that was developed by the Board of Education to fund districts at a certain level based on a per-pupil amount and then weighed amounts based on whether they are at-risk, English language learners, and several different categories. The formula was only funded the first year, in the 2009-2010 year. After that the state has arbitrarily decided how much aid to give to districts. We've lost a little bit over every

year that we're entitled to under the formula. This current year's budget is short as compared to the formula by \$70 million. Over the six-year period we've been underfunded by \$170 million. Had we gotten that money we were entitled to we would not be in the position of having to lay off or discontinue positions.

Comm. Hodges: That's an important point. People need to hear that and they don't hear it enough. They think that we've arbitrarily decided to lay off teachers. I want people to really understand that we don't have a choice in this matter. As I mentioned before, and I didn't get a chance to mention this at the regular School Board meeting as I had intended, Dr. Evans' initial budget was \$5 million taxes and \$11 million fund balance. It is now \$25 million in reserved balance. That's a substantial departure from what he initially was going to do. If you take away the \$5 million, you should have a \$6 million fund balance. Someone suggested that we increase the amount. I don't think he put it in there initially so I don't think it was him. We need to make sure that the state understands that we understand what's happened here because people don't.

Ms. Grant: There's also another proposal to hold charters harmless to last year's numbers, which means that although the district schools are flat-funded the charters will not be flat-funded. They want the formulas run for the charters so that they get the per-pupil amount they're entitled to. I have nothing against charters as charter schools, but the movement to move public money into charters is worrisome because they can't serve all 29,000 of our students. That's just something else to be aware of that while you're flat-funded this year the charters will be getting the amount that they are entitled to per student.

Comm. Hodges: Plus additions. The Board received a copy of the Education Law Center's letter on that issue last night. It bears some reflection that while we're being cut the charter schools are not being cut. The money for the charter schools will be coming out of the district budgets. Let me reemphasize that. They will be coming out of the district budgets. Newark is facing a loss of \$500,000 just for that provision alone. We haven't calculated what that would mean for us. This is a proposal.

Ms. Grant: It's a proposal. There's also a coalition of people thinking about what argument to present to the legislators around that.

Comm. Kerr: I just want to make a point regarding the class size. When you look at the numbers you may not find them to be discouraging because it shows that the average class size would be about 18 or 19. But the problem that I have with that number is when you look at this district it has particular needs. It's a very highly mobile immigrant community and there are a lot of down side that goes with this district. 18 on a piece of paper might not be a challenge, but inside that classroom to manage that classroom it might be a challenge. So I'm not going to be singing the praises about the ratio being 1:18.

Ms. Grant: Lower is better, Commissioner, until we get 1:1. We can keep going lower.

Comm. Kerr: It's still a challenge and we're losing something. We're losing money that we could have used for other things. We are losing money. The Department of Education may want to say that we were excessive in the amount of teachers we placed in a classroom and so on. I don't believe so. If we were not able to do it effectively with surplus teachers in the classroom, do you think we're going to be able to do it with reduced teachers in that classroom? It's not going to be possible. I just want to make that point.

Ms. Grant: Absolutely. Thank you.

It was moved by Comm. Martinez, seconded by Comm. Cleaves 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 vendor number 86 and ending with vendor number 799535, in the amount of \$12,471,654.70; 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. Mimms that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges who voted no, and Commissioner Martinez abstained on anything pertaining to NJCDC, and Comm. Hodges on anything pertaining to the YMCA, if necessary. The motion carried.

Resolution No. 2

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

Whereas, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

Whereas, the Paterson Public School District desires to contract for project management services for the implementation of ALIO Human Resources, Payroll and Applicant Tracking software, funded by the District general account; and

Whereas, The Paterson Public School District encourages free and open public competition for goods and services; and

Whereas, The Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; now

Therefore, Be It Resolved by the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for project management services, funded by the District general account.

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

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

Comm. Kerr: Can someone give us some more information regarding this action item?

Dr. Evans: I believe this is the item to develop the business plan or the planning effort for Hinchliffe. Is Mr. Morlino still here?

Comm. Kerr: No, that's not it. That's number three.

Comm. Hodges: This is for project management.

Dr. Evans: I'm sorry. I was reading too far down. I was reading.

Comm. Kerr: Is this the ALIO?

Dr. Evans: This is for the project leader to help us to do the transition from the current technology systems to ALIO. We've moved the business office operations over to ALIO already. That's functioning and there are some additional functions that need to be moved. This function is to go ahead and complete that transition to ALIO, add human resources to it, and move away from EduMet and some of the older systems that we have so we can have them all on one system. This is for the project leader to help facilitate and lead that happening.

Comm. Hodges: Is there a cost?

Dr. Evans: There is.

Comm. Hodges: Unfortunately, we were not able to get our packet up until Saturday.

Dr. Evans: Ms. Shafer is going to get it. I described the project leader. Correct me if I'm wrong, Cheryl and Ms. Jones. This is to go out to bid for that project leader.

Comm. Hodges: Okay. So we are going out to initiate the competitive bidding process?

Dr. Evans: Correct.

Comm. Hodges: That's all this is at this particular point in time.

Dr. Evans: Right.

Comm. Kerr: Cheryl, C-16...

Ms. Williams: It was moved to the workshop.

Comm. Hodges: Are there any questions about this item? Is everybody clear about the item and what's going to take place?

Comm. Kerr: Yes. That's the ALIO. I'm clear on that.

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

*Comm. Irving enters the meeting at 8:04 p.m.

Resolution No. 3

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

Whereas, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

Whereas, the Paterson Public School District desires to contract for Market Analysis and Feasibility Study for Hinchliffe Stadium, funded by the U.S. Department of Housing and Urban Development, grant number B-08-SP-NJ-0716; and

Whereas, The Paterson Public School District encourages free and open public competition for goods and services; and

Whereas, The Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; now

Therefore, Be It Resolved by the State Operated School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for Market Analysis and Feasibility Study for Hinchliffe Stadium, funded by the U.S. Department of Housing and Urban Development, at a cost not to exceed \$196,000.00, for the entire project.

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except for Commissioners Hodges and Kerr who abstained. The motion carried.

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Hodges: The curriculum meeting began at 6:42 and ended at 8:15. In attendance were myself, Ms. Peron, and her staff. Comm. Martinez was called away. He had actually come and was waiting for me to limp into the meeting but he was called away subsequently. Comm. Kerr was absent. The items that were covered in significant detail were A-1, which is the High School Global Studies Curriculum. There were just some questions about the vocabulary list which referenced the water cycle. If you actually look at the water cycle there are a number of terms that might benefit from being studied as well. I think I submitted those to Ms. Peron by email. The next item that got a lot of attention was the PLATO Learning System. I had a lot of concerns about the Credit Recovery Program. I just needed to have some clarification and a better understanding because its reputation, from what I understand, is very problematic in terms of the services that the students leave here with. This is A-10. I was hoping to have clarification and someone to discuss this. My understanding is that the PLATO System has some excellent components. The question is how it's being implemented in the schools.

Ms. Alexandra Gina: It's being implemented in the schools with a great deal of discipline, record keeping, and constant data reporting. We have a schedule. It's

outlined in the beginning of the year. The staff that we hire is presented with that schedule with routine reports due and they are as follows – first of all attendance. If they're not there then we look at the usage. Even if a student wasn't there, because it's the proverbial anytime anywhere learning so extensively they can do it from home, we can monitor that. If they're not there we look at the usage and they're required to report on that. That's weekly. Then we have reports that go specifically to principals and I think those are every two weeks. They include what's called a learning progress report which shows their progress within PLATO - in other words, their degree of completion. There are teams organized in schools usually in addition to the staff that's just hired. There are principal designees that monitor that all the time. Their job is to track and pursue students that are identified as not making sufficient progress. They get this readout, this blue line, which shows course progress. That's the second level of the reporting. The third level of reporting is the district reports approximately four times a year. I forget the exact dates, but the final one is coming up very shortly. That is where we look at several things. Our starting point is the student cohort information, how many students are there to begin with, not just in the grade, but in the cohort because when we measure graduation it is relative to the cohort enrollment. We begin with that point and relative to the number of students enrolled in a cohort we then delineate how many are in a Credit Recovery Program, how many are making adequate progress, and how many are projected to complete it and thereby fulfill their credits. From that point we get a projection of a graduation rate. As you'll probably see, Dr. Hodges, based on what I explained it really is a system that's been in place all year and we do monitor this very carefully.

Comm. Hodges: What percentage of students entering the PLATO system actually graduate?

Ms. Gina: I can only answer about the projected graduation rates based on our most recent report, which is more vivid in my memory. Had I known you were going to ask that, I would have brought all of that. We have now projections. For example, in our Eastside schools it's usually around in the 80% to 85% range right now based on their enrollment in PLATO. The reason I'm hesitating to answer your question succinctly is because I made it a point not to refer to this process of Credit Recovery as the PLATO thing but as the graduation thing. In other words, it doesn't just include work on PLATO. It also includes things that are not tracked by PLATO, which are just as important to monitor. That includes Credit Recovery in physical education. We have to track that even though that does not give us a little blue line reading on a graph in an online program. So that becomes part of that. So other things are part of a Credit Recovery Program. PLATO is, of course, the largest part, but there are other components.

Comm. Hodges: So its' design is to replace the instruction for a particular course? Let me know what it's designed to do.

Ms. Gina: It's designed to do several things. One option is to allow students to retrieve credits for courses that they've already failed. Is it just the online program itself that's doing that? No. It is a blended learning program. In other words, we actually hire certified teachers to support those students, to help them along, to intervene when necessary so it's not just the student in front of a computer. The teachers are there. That's one way that it's used. It is used to recover credits where students have failed for one reason or another. They may not have attended summer school – even though very aggressive efforts are made to get them to attend – or for other reasons. They just failed and they need to get those credits. That's one way. Another way that it is used, and hopefully the second way I'm about to describe will eventually override the first way, and that is to simply supplement and enrich the daytime instruction. We do talk a lot

about differentiation and providing individualized opportunities and what better way to do that than through something like that? Whereas we tend to think of it as primarily the Credit Recovery Program, it isn't just that. It's to be used in the classroom during the day in a way that I explained and teachers have begun to really explore that. In fact, they've reached out and asked for log-ons and so on. If you want to know the other ways that it's used, I can explain that as well.

Comm. Hodges: Students are not signing up for summer school after they fail a course. Is there a requirement in the district for them to do that?

Dr. Evans: For elementary the ending social promotion initiative that we initiated was for grades 3-8. The opportunity to go through a structured program with a curriculum that's aligned with whatever course they're either making up or getting some additional help in the curriculum is aligned. It's not an experience that's separate from or a watered down curriculum, but the requirement you're referring to is for grades 3-8.

Comm. Hodges: Is there a reason why we don't require high school students?

Dr. Evans: Because we already had it in place. We already had a summer program in place for high school and graduation from high school is based on credits. If they don't get them in four years they can go another year or they can find some other vehicle that offers them that curriculum to make it up. That was already in place before we did ending social promotion so it was necessary to replace it.

Comm. Irving: I certainly understand what you said that there are other measures within the program to look at, but we're being asked to vote and measure this program in particular. I'm just wondering is there any way for us to capture the volume of students just in the last contract year who entered the PLATO-related components and what the success rate has been for those students. I think it's only prudent that we would get that information to be able to codify that.

Ms. Gina: I can get that information within just a matter of a few days. I can definitely get that information. I will get you the specific figures, but I can just tell you that the numbers are impressive. It's hard to imagine that without it we would have graduation rates that come anywhere close to what we're now achieving.

Dr. Evans: I would also add, for example, if a youngster fails a particular course and they're going through PLATO to recapture it, there's a certain number of clock hours in addition to skill mastery that they have to have cataloged. It's not going in a week or two as some people seem to think and all of a sudden they have credit. No. They have to clock in a minimum number of hours just as they do during the day to get course credit.

Ms. Gina: If I may add to Dr. Evans' comment, not only that, but they can work at home on some things. Of course, it's advisable and they're always encouraged to report to school to work on it because they do get the help there. Many of them do routinely. However, at some points they do have to make an appearance because the mastery tests, which are routine, can only be taken in the school setting. It's really a mastery-based program. They have to show proficiency by virtue of having passed these tests in any given course. In that sense it's in a way more rigorous than a regular traditional classroom setting. I think we've all had this experience of the very nice kids who just come to class and who are very polite and whether or not they've really mastered everything sometimes is in question. But this program is unequivocal mastery based on

those tests that they have to take in the classroom. They don't get unlocked when those students are at home. That's how that works.

Ms. Shafer: Let me also add that the students can't move on unless they take the assessment and they master that particular skill. They could be going over and over a particular skill, but if they don't come in, take the assessment, and pass that they can't move on. I also want to add that in the past summer school had very high numbers. Things have changed. Many of our students need to work during the summer and for one reason or another because of home situations cannot go to summer school. Many can, and when they can they do. But we have now captured many students who did not go to summer school through this program.

Comm. Hodges: Let's say a student was to fail biology and they were to pass the mastery test. Would they also be asked to pass the end of the year biology test?

Ms. Gina: That's a requirement. Yes, as I understand.

Comm. Hodges: I'm curious to see what those numbers look like because that's the crux of my concern. There's one thing for PLATO to produce a set of tests at the end of its program, as opposed to having an independent standard that all our students are supposed to adhere to. The question is how well will those students do on the independent standard. That's what I'm interested in finding out.

Ms. Gina: To address that, just so you know, there is what's called a drop box feature within PLATO. That allows the inclusion of curriculum-aligned tasks to be included and to be factored into the final grading. In a case like that, the pieces that align with or address the kinds of questions that are asked in that particular exam or any other can, time permitting, and should be included in that drop box feature. It was something that was started last year, not just in biology, but in other courses. But because of other initiatives that were so massive at that point it didn't go all the way. That's something that we really hope to continue, to place in drop box those curriculum assigned pieces that will address your concern.

Comm. Hodges: The only thing is most of the information I get about the PLATO system comes from teachers in the district and the information I get is not very positive at all. This is an opportunity for me to explore that a little closer. So I am interested in seeing the biology numbers because that's the only end-of-the-year test that we have at the moment. I don't know whether students go on and take the NJASK or have gone through PLATO recovery or whatever the situation is. But if that is the case, I'd like to see some of those numbers too. The integrity of the educational process is far more concerning to me than the graduation rates. I don't want the kids to leave here with a diploma that they can't do anything with. They get outside and say, "I have my diploma," but no one is going to hire you or you certainly can't go on to college. Unfortunately, there are a lot of students outside who have graduated through this system who I pass on the street corners. I'm very interested in making sure that when a student gets a diploma that we tell them they've recovered sufficiently through a program like this that they have in fact acquired the skills and talents that they need to be successful high school students. That's what I'm trying to get at. I have not seen the evidence of that yet from this program and if you can provide that data for me, I'd be very happy and very receptive to it.

Dr. Evans: There have been some teachers who have approached me as well and their concern was that we were not forcing the students to go back through their courses that they failed, as opposed to taking an alternative path that provided the same curriculum

opportunities to make it up. But they were frustrated and said, "You should make them come back through my course." I can't tell you how many times I've heard that. There's a huge philosophical difference as it relates to teachers. Secondly, I would make arrangements with the teachers and administrators who lead the program and I would invite you to go and visit and take a look at what they're actually doing. I think you would be pleasantly surprised.

Comm. Hodges: I hope to be and I will take you up on that opportunity as soon as I can walk again.

Ms. Gina: Dr. Hodges, it's a good thing when teachers question because however it sounds behind it are undoubtedly good intentions. However, exactly as Dr. Evans said, there's a misunderstanding out there. I understand that because I was a teacher for a long time. There's a sense of ownership of an individual course and when a student drops that course or can't succeed in that course and is put in something else there's a defensive attitude that comes up. The big picture that is being missed is that for graduation students need requirements in particular areas. They need 20 credits here, 15 credits there, 5 credits there, and 10 credits there. So it doesn't matter which course they take in that area in some cases. For example, a practical art doesn't have to be a particular course in a given teacher's class. It just simply has to be five credits in a practical art. That often causes some personal angst on the part of teachers. If a class was dropped they take it personal and I completely understand that. But it doesn't necessarily follow that the course that they're taking instead is in some way inferior.

Comm. Hodges: The concern that I have stems from the truancy court where we have a lot of students who are missing 20, 30, and 40 days. Then they get sent back to the district and they take Credit Recovery through the PLATO system and they go right on to graduate. I have sat in that courtroom and listened to it. Then they get sent back, go to Credit Recovery, and they're now good students again. Our standard says if you miss 20 days you can't graduate, unless you go to Credit Recovery, whatever that means.

Dr. Evans: I think something is missing in that formula.

Comm. Hodges: Perhaps it is.

Dr. Evans: Ms. Shafer and I sat with one of the judges three years ago and worked out a process for the youngster you're talking about to transition back in the district. There are typically two or three stops to orient them and make sure that they are ready to go into a less restrictive environment. It's not going straight from the court system or incarceration if they were incarcerated to Credit Recovery. It doesn't work that way.

Comm. Hodges: Okay. I feel better there, but I still need to see that there's a strong academic foundation being established. Thank you very much.

Comm. Kerr: On A-15, if this online compendium is for school year 2014-2015, why is it being presented tonight?

Ms. Susana Peron: It's not starting. It's an RFP. It was the proposal. When we put this in for a bid, it came back for this year, but obviously it will not start this year. It is a compendium. It is a software program that they're going to write. When we went to bid for this it was in March or February.

Dr. Evans: I think it was sooner than March. It was January or February.

Ms. Peron: It's to begin the work. It could begin this year. It's a compendium. They're going to come in as a proposal and they're going to collect information for a database of programs of resources of curriculum.

Comm. Kerr: How many days do we have in 2014-2015 left?

Comm. Hodges: 13.

Ms. Peron: It doesn't necessarily mean that we'll start it this fiscal year. The money is there and the contract can start. They can come in.

Comm. Kerr: No. In terms of accounting, you can't use this during this school year.

Comm. Irving: If you encumber it before the end of the fiscal year you can. Are you trying to encumber it now in this current fiscal year so that the work can continue?

Ms. Peron: It can start.

Comm. Hodges: They're using this year's funds over these last 13 days to pay for it going forward. That hasn't been done yet.

Comm. Kerr: There's a cutoff date in terms of when you close your books.

Comm. Irving: July 1.

Ms. Peron: June 30.

Dr. Evans: I know what Mr. Kerr is saying.

Comm. Kerr: If our books are closed already...

Dr. Evans: There are funds obligated. When the books are actually closed in March or April, depending on the timeline, if there's something that hasn't been completed, those funds are held back and the closing doesn't lock those out. I forget the word. If Daisy were here she could give you the right word that you would understand. The money is available to be used this year. Encumbered is the word that I want. Thank you.

Ms. Peron: We said we would encumber it. There are other contracts in the same predicament.

Comm. Irving: It's a summer system we use within the county. Case in point, in the next few weeks I have to figure out if there are any action items in my budget that I have not encumbered for but I did budget for. If I did do that, then I have to be able to submit the action items to the freeholders before June 30. I'm assuming that's what this is.

Comm. Kerr: So we officially close our books when?

Dr. Evans: The books are closed from all new encumbrances June 30.

Comm. Kerr: This would not be a new encumbrance?

Dr. Evans: Out of this year's funds. There is work that's likely to take place before June 30.

Comm. Kerr: I'm done with it. I'm not going to debate the point because I won't be voting for it.

Comm. Hodges: We don't need to interfere with my compendium, Mr. Kerr.

Comm. Kerr: That date is past so we need to recalibrate and come again with something different.

Comm. Hodges: Are you concerned that it says 2014? What if it had said 2015?

Comm. Kerr: If it says 2015-2016. You have closed out year 2014 already.

Dr. Evans: No, we haven't.

Comm. Hodges: The school year is 2014-2015. The next school year is 2015-2016.

Comm. Kerr: That's what I'm saying. 2015-2016, I'm fine with. I'm not fine with 2014-2015.

Comm. Hodges: They're still using this year's funds.

Comm. Kerr: Okay, fine. I'm not going to debate the point. I'm good with it. We'll just move on, but I'm not voting for it.

Comm. Hodges: We had hoped to utilize our technical staff here to do this. Unfortunately, that's no longer a possibility. When I saw this I was surprised because we still were in discussions to try to get this done via people we have on staff. We no longer can and so Ms. Peron moved forward with this project recognizing it has another benefit beyond me just wanting it.

Comm. Kerr: Why did we just force ourselves up against the line like this? I'm arguing about the date.

Comm. Irving: When did we submit the RFP? That might help.

Dr. Evans: I believe it was January.

Ms. Peron: It has to go out to bid for a certain amount of time. They have to answer the bid. Then we have to score the bid and all the proposals that we get. It's a lengthy process.

Comm. Kerr: It's always a lengthy process. I know it's your deal, but...

Comm. Hodges: It was a total surprise to me. Comm. Simmons and I were working on doing this through the technology department. That was our charge and unfortunately we found out she had already submitted it. That's the truth.

Comm. Kerr: Let's roll with it.

Comm. Hodges: Any further questions in curriculum?

Comm. Kerr: On A-18 and A-19, both of those two items complement each other, right?

Ms. Peron: In the reorganization of special education self-contained classrooms we have to meet certain criteria and certain specifications for space and group size. We have to do this to be in compliance with the county, the state, and the district. We are moving some classrooms out of some of the schools and placing them into others. We're still trying to perfect the reorganization of special programs and have them be where students' needs are met. A multiple disabled classroom is better located in a facility with an elevator. In certain circumstances as you see here they were in schools that did not have an elevator. Our last two classrooms were in schools that did not have an elevator. Now we have the opportunity to swap out classes with classes and provide the elevator just in case we have a student who may be handicapped and may need an elevator because they cannot use the stairwell. These were prepared when we did the reorganization. That's why you see that date here. A lot goes into reorganization. We have to walk the schools. We have to talk to principals. We have to finalize IEPs to assure that we have the amount of students that we need, the room available, and that the principals know what's happening in their buildings. Was that your question?

Comm. Kerr: A-18 suggests you're eliminating classrooms and A-19 you're establishing. I just want to make sure.

Ms. Peron: That's the language we use when we move them in and out. You eliminate the two rooms in this school and you establish them at a different location.

Comm. Kerr: I'm good. Thanks.

Comm. Hodges: The only other item that we touched on from the meeting was the discussion about the RACs. My understanding is that the RACs do give reports to other districts on a regular basis. I was hoping to encourage our RACs to do the same to the Board so that we can be made aware of the wonderful things they're doing for us.

Dr. Evans: You'd like me to make the request?

Comm. Hodges: Yes.

Dr. Evans: I most certainly will.

Comm. Hodges: On a regular basis. I understand they're supposed to be changing their approach moving forward this next year where they would be working with the districts closer than they have in the past. We're entitled to have the Board receive a report of what their plans have been and how well they've worked out. We're not here again until August. August is a good time.

Fiscal

Comm. Kerr: The fiscal committee should have met Thursday. Unfortunately, my Board members did not show up. Present from the administration we had Ms. Ayala and Mr. Buchholtz. He was there to make a presentation regarding the Breakfast in the Classroom Program. We chatted about it and he explained to me in particular that we are making some strides there. We're not where we're supposed to be yet because there is a little bit of resistance to it in some areas, but we are getting there slowly. He listed some schools that he did a pilot on and those went over well. I think he gave me a number of 33 schools that are already engaged so we should be doing alright there. Are there any questions on C-1 through C-38? Mr. Morlino, there are a few action items I just need some clarification on. C-30 is about the fencing. What was our expenditure last year for fencing?

Mr. Steve Morlino: I'd have to get that for you. I don't know.

Comm. Kerr: I just need to know why we're putting away \$350,000 for just fencing.

Mr. Morlino: I don't know. I have to look into it.

Comm. Kerr: Also the plumbing supplies. I know from time to time...

Mr. Morlino: For plumbing supplies we probably approach that number. The fencing may be in anticipation of the security fencing that we've been talking about at JFK and other things.

Comm. Kerr: We're going to do more fencing at JFK?

Mr. Morlino: Security guardhouses similar to what was done at Eastside.

Comm. Kerr: Okay. This seems excessive to me.

Mr. Morlino: I will check into it and get you the information.

Comm. Kerr: I would rather see the cap a little lower than that. That's it.

Mr. Morlino: I'll get you that information too.

Comm. Kerr: I just need to see what we did last year and make a comparison with this. Are there any other questions?

Facilities

Comm. Hodges: Facilities has not met and regrettably I don't think we're going to meet tomorrow. I will give a more comprehensive report at the regular meeting.

Items Requiring Review and Comments

Personnel

Comm. Martinez: The personnel committee met Monday. In attendance were Ms. McKoy, Ms. Cangialosi, Comm. Cleaves, Comm. Mimms, and myself. We discussed the ongoing personnel matters that are quite the story situation here in the district. Obviously, some of the personnel matters we're not able to discuss in great detail at this time. One thing that we did discuss in particular was a recent story that was run regarding the special education cuts that were made. I want to be very clear those were not additional cuts that were made in the district. Those were cuts that were originally figured into the cuts that were made. I think several folks received phone calls, including myself, about those being additional cuts. It was clearly stated that those were not additional cuts. They were just cuts that were originally grouped into the cuts and the story was run thereafter and embellished on those cuts and almost made it seem that they were additional cuts. They weren't. They were grouped into that original round of cuts that were made. We discussed in great length. For the folks who were RIF'd during this last session, there will be some information sessions made available to them. Tomorrow from 3:30 to 5:30 there will be an information session for folks who were RIF'd. Some of the question and answer sessions will deal with their pensions, benefits, job fairs, evaluations and things of that nature so as to offer those folks some

alternatives. On June 8 at Passaic County Tech there's also going to be a job fair specifically geared for these Paterson teachers who were RIF'd to try to get them some placement in districts as well so the blow that they absorbed won't be that great. We discussed those items among others. We did acknowledge review and discussion of the personnel recommendations of the State District Superintendent for June 2015. That concludes my report. If there are any questions, I'd be more than happy to answer them.

Comm. Kerr: We are going by the numbers that were given to us. The district should not have mixed both numbers together. The cuts that were made before this last cut, we should have separated those numbers.

Comm. Martinez: If I'm interpreting it correctly, and correct me if I'm wrong, hypothetically 300 cuts were made in that cohort 26 were from special education. It wasn't 300 original cuts and an additional 26. 26 were incorporated in that original number of 300, or whatever that aggregate number may be.

Comm. Kerr: I'm using 300 as a number. Does that 300 represent cuts that were made before this last cut? Or does it represent cuts that were made recently?

Comm. Martinez: Recent cuts.

Comm. Kerr: I'm talking about the number that is part of that cut. 54 special education teachers were part of that number? How many special education teachers were part of the last cut that was made?

Comm. Martinez: I believe it was 26.

Comm. Kerr: I saw 54.

Ms. Shafer: The number 54 were the aides. There were instructional aides and personal aides. There were two different numbers. One of them was 54.

Comm. Kerr: From the RIF that was carried out recently only 24 special education teachers were part of that RIF?

Comm. Martinez: Correct.

Comm. Kerr: Okay. I'll take that. We've been using a higher number and that number came straight from the administration.

Dr. Evans: It didn't come from us. The same information that all Board members received the reporters received. I won't say any more than that.

Comm. Martinez: Again, it was information that was provided to us and it was also made public. An article was run outlining school by school the number and the areas in which they were let go as well. Again, that's all public information.

Comm. Hodges: Comm. Mimms, do you still have a question about our discussion last week? You were requesting information pertaining to the number of absentees and teachers over the last three years which has resulted in the need for substitutes. Are you still waiting for that information?

Comm. Mimms: Yes.

Comm. Hodges: The number of absentees over the last three years which resulted in the need for substitutes.

Comm. Mimms: There was a conference call that I, Comm. Cleaves, and Ms. Shafer were on talking about proposing an RFP for the contracting of substitute teachers.

Comm. Hodges: We'd like to get that information. Was there anything else? Was there a definitive substitute contract?

Comm. Kerr: I jumped over it. It was C-15. I needed to have that aired out also.

Comm. Hodges: It's a personnel item.

Comm. Kerr: This is a fiscal item, but I'm just letting you know that...

Comm. Hodges: You'll come back to that?

Comm. Martinez: Let's wrap up personnel and jump to that.

Comm. Hodges: Was there anything else that you were looking for? Comm. Simmons asked could someone explain the rationale around outsourcing substitutes.

Dr. Evans: Cost-savings. It's either more cuts to keep doing what we're doing or no more cuts and bring a vendor in that would reduce costs. That vendor would use the current substitutes. The people who are currently substitutes would be used as part of what we're seeking. That item that Comm. Kerr is referring to is an RFP to go out for bid. That's one of the conditions. They'd have to use substitutes that are already employed.

Comm. Irving: Did we get a rough estimate for what we stand to save? I know before we put out the bid there was a conversation.

Dr. Evans: There was a figure but I'm not sure I recall what it was.

Comm. Irving: Can we get that figure back to the Board, please?

Ms. Shafer: I'd have to check with Jamie and Daisy.

Comm. Hodges: I guess some of his follow-up questions are...

Comm. Irving: While I certainly understand from your standpoint the outsourcing of substitutes may be something that may be of importance, I think for whoever seeks the bid a great deal should come down to the level of remuneration for those individuals, what they're doing for them, and what the company's plans are for guaranteeing people will get a full day's work. I know some of these companies will give people half time and then pull them out and put somebody else in. All these have to be explored. I am being very frank about the fact that if it doesn't feel right for me I will certainly vote no to whomever you all recommend. A lot of those substitutes are local people, folks who depend on that money. We can't keep giving folks who are local the shaft without some consideration for how they're going to be protected on all levels.

Comm. Hodges: Over and above being local some of them have relationships with the students, which is very concerning. We had another issue along this line with

instructional aides. When I called up to Wayne either Teaneck or Englewood had gone out. They had done both and brought one of them back in because it didn't work out for them.

Dr. Evans: It was the aides. When you shared it with me I followed up and it was the aides. We're not going out for aides.

Comm. Hodges: Then either Englewood or Teaneck had the same problem. I don't remember how that came out. I went to both of those places to find out how they saw the results. I'm a little concerned about that. He further asked, how would we guarantee that Paterson applicants get the first opportunity?

Dr. Evans: We'll put it in the contract.

Comm. Hodges: If the company is serving multiple districts applicants may not choose Paterson. Has a cost analysis feasibility study been completed to determine what savings if any will be gained from these things?

Dr. Evans: That's the figure Ms. Shafer is getting.

Comm. Hodges: What companies are being considered for this outsourcing and does this have to go out for bid?

Dr. Evans: It's going out for bid.

Comm. Hodges: How many districts are currently utilizing a service like this, and with what result?

Dr. Evans: I don't have an answer for that. I know that there are a number of districts. I've talked with Superintendents who are using different companies, but I couldn't tell you how many statewide are.

Comm. Hodges: I would just be mindful of the fact that we went through a similar process with custodians and security guards. To this day, I keep on hearing that the services that we receive now are not what we received in the past. That's universal. I've not heard anyone tell me we have a better situation from outsourcing. We just need to be aware of that because the quality is also as important as the cost. What will be the length of the proposed contract and cost associated?

Dr. Evans: We don't know what options the different companies are going to give us. Regardless of whether it's a two or three-year contract almost always, and Lisa can correct me if I'm wrong, there's a provision to opt out at the end of a given fiscal year from what I've seen.

Comm. Hodges: Lastly, has there been any discussion about the impact that such a move would have on the community taking into consideration that many of our teachers' assistants and substitutes are from Paterson?

Dr. Evans: Yes. That's one of the provisions that we're putting in the bid process.

Comm. Hodges: We have teachers who are on assignment who are not in the classrooms located in the building. How many do we have?

Dr. Evans: I don't know the exact number, but for most of them, if not all of them, we're waiting for investigatory reports from security.

Comm. Hodges: For how long?

Dr. Evans: Some quite a while actually.

Comm. Hodges: Is there a process for each investigation to take place?

Dr. Evans: There is.

Comm. Hodges: Why are they taking so long?

Dr. Evans: That's a good question. I get answers and get timelines, but they don't seem to be met. I'm meeting weekly now with Jim Smith to chart progress. I can give you an update on where we are. We're scheduled to meet Friday.

Comm. Hodges: I don't know whether that should be a legal or personnel issue.

Dr. Evans: It's both actually. It's a legal issue and it's a personnel issue. The longer they're there the more problematic it becomes for us to take the action that we ultimately feel we need to take.

Comm. Hodges: Are we paying them their salaries?

Dr. Evans: Are all of them being paid? Yes, they all are. It's a problem and we recognize it's a problem.

Comm. Hodges: I'll certainly be asking about that again because if we're RIF'g teachers...

Dr. Evans: That's a good point. It's money that can be used to pay additional teachers.

Comm. Hodges: Absolutely. These individuals are not currently being considered as being able to go into our classrooms. I don't understand why we would not be very aggressive in getting their dispositions determined. I'll be looking over that again.

Dr. Evans: I'll give you an update. I do share your concern.

Comm. Hodges: Is there anything further?

Comm. Kerr: I think the question was answered because it has to do with C-15, which is the competitive contracting for substitute teacher staffing. I guess it's the same question. We have a list of questions from Comm. Simmons and Chris did ask some things. I just need to have a cost benefit analysis.

Dr. Evans: I would use another reference. When we ask someone to do a cost benefit analysis you're talking about a comprehensive study. If you want to know how much we're saving, that's an easier one to answer.

Comm. Irving: It's just a projection.

Dr. Evans: We can do that on a short timeline.

Comm. Kerr: We never had this discussion and I think it would be better if we had talked about the need for it before now, but we did not. If the savings that we are going to get from this is marginal, it makes no sense for us to even...

Dr. Evans: We agree.

Comm. Irving: That's why we're keeping the door open.

Comm. Kerr: That's the reason I'm asking for that.

Comm. Hodges: There will be disruption in the community because we've already laid off teachers and now we're going to come back. For some reason Paterson has a lot of teachers employed. They don't all work for us, but the teaching profession has a major foothold in Paterson. So when we lay people off and when we privatize substitutes it has a significant impact on the city and this community. Remember, only 10% of our population has college degrees and a significant number of those happen to be in the teaching profession. I just want to lay that out there. The only other thing I have before we go is Comm. Mimms had asked for a cost benefit analysis on a number of items and I know you're working on that. More to the point, and you and I discussed this, every department should be periodically looking at itself, whether it's quarterly. Every department should be doing its own cost benefit or at least a review of what's going on within the confines of their operation.

Dr. Evans: Every department does. Typically when you look across we do on average two to three a year. I will say to you that we do not have the internal capacity to do a comprehensive program evaluation or program review. The kinds of analysis that it needs to be subjected to requires someone who specializes in that area. Typically, we contract with someone in one of the area universities such as Montclair and William Paterson. Rutgers has done some for us. They do a credible job, but it does require some time for them to come in, collect data, spend time with staff, interview, and meet with the finance folks to make sure that they have the correct fiscal information to include. On average, if you're talking about a comprehensive review, you're talking three to six months depending on the program. The larger the program the longer it takes. For a smaller program in three months they can typically do a comprehensive analysis. If you want cost information related to a program it doesn't take that long. If you want to know outcomes for a program it doesn't take that long. But a cost benefit analysis is actually more than comparing dollars and cents to the numbers. There's anecdotal data or qualitative and quantitative data that has to be collected and all of that weighed heavily against what it's costing for the program. That's no easy task.

Comm. Hodges: That's not what I'm talking about. I'm talking about an internal review of their function.

Dr. Evans: That's different.

Comm. Hodges: That's what I'm looking for. Obviously, the Board doesn't get involved in any of that, but that should be ongoing. You say it's happening, but I...

Dr. Evans: The comprehensive evaluations that I mentioned are happening. When you look at a particular unit you won't see a huge number going on at any one time. Within a particular department or division you may see two or three going on at a time within a department that might have eight or ten units within it.

Comm. Hodges: For instance, prior to the intervention of Dr. Librera's team, I can't imagine you were having a comprehensive review of what was going on in guidance.

Dr. Evans: We had not done one. You're absolutely right.

Comm. Hodges: Exactly. It's that kind of thing that needs to occur on a number of different levels throughout the district so that people can say they've looked at some of the questions that the Board members have and they've challenged themselves as to why this is happening, why this is not happening, and can we do things better. What should be occurring is that we should be seeing people saying, "We have been doing this for five years, but now after review we've decided that maybe we need to do some of this or improve that. The University of Utah has a new program that we might want to try because they're doing this and they have this kind of success." We don't see a lot of that going on. This is very frequent in medicine, which is why I bring it up. You're always looking at and analyzing what you're doing and what the outcomes are because you have to minimize the risk to patients. The same thing should go on in terms of us minimizing the risk to students. That's all I'm saying. I don't see that going on. I hope that get promoted.

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS PERSONNEL

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

The Board went into executive session at 9:12 p.m.

The Board reconvened the meeting at 10:10 p.m.

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

The meeting was adjourned at 10:11 p.m.