

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CITY OF PATERSON
CITY COUNCIL MEETING
MUNICIPAL BUILDING
PATERSON, NEW JERSEY

7:00 p.m. : Subject: *Five-Year*
WEDNESDAY, JULY 22, 2015 : *Facility Plan and*
SPECIAL JOINT MEETING : *Peruvian Parade*
: *Festival Licence*

A P P E A R A N C E S:

MEMBERS OF THE CITY COUNCIL:

WILLIAM C. McKOY - Third Ward - President

MOHAMMED AKHTARUZZAMAN - Second Ward

RUBY N. COTTON - Fourth Ward

MARITZA DAVILA - At-Large

DOMINGO MENDEZ - At-Large

KENNETH M. MORRIS - At-Large - ABSENT

ANDRE SAYEGH - Sixth Ward

JAMES E. STATON - First Ward

JULIO TAVAREZ - Fifth Ward - ABSENT

SONIA L. GORDON
Acting City Clerk

DOMENICK STAMPONE, ESQ.
Corporation Counsel

NELLIE POU
Business Administrator

1 BOARD OF EDUCATION COMMISSIONERS:

2 DR. JONATHAN HODGES

3 ERROL S. KERR

4 MANUEL MARTINEZ, JR.

5 FLAVIO RIVERA

6 KENNETH SIMMONS

7 COREY L. TEAGUE

8
9 EILEEN SHAFER
Deputy Superintendant

10 SUSANA PERON
11 Assistant Superintendant

12 STEVE MORLINO
13 Executive Director of Facilities

14

15

16

17

18

19

20

21

22

23

24

25

1 COUNCIL PRESIDENT McKOY: Good evening,
2 ladies and gentlemen. The Municipal Council
3 will now come to order. Let me call the
4 meeting to order.

5 Madam Clerk, if you would please call the
6 roll at this time.

7 THE CLERK: Yes, Mr. President.
8 Roll call for the Municipal Council Special
9 Joint Meeting for July 22, 2015 at 7 p.m.

10 Councilman Akhtaruzzaman?

11 COUNCILMAN AKHTARUZZAMAN: Present.

12 THE CLERK: Councilwoman Cotton?

13 COUNCILWOMAN COTTON: Here.

14 THE CLERK: Councilwoman Davila?

15 COUNCILWOMAN DAVILA: Present.

16 THE CLERK: Councilman Mendez?

17 COUNCILMAN MENDEZ: Present.

18 THE CLERK: Councilman Morris?

19 Councilman Sayegh?

20 COUNCILMAN SAYEGH: Present.

21 THE CLERK: Councilman Staton?

22 COUNCILMAN STATON: Present.

23 THE CLERK: Councilman Tavarez? Mr.
24 President?

25 COUNCIL PRESIDENT McKOY: Here.

1 THE CLERK: Mr. President and
2 Honorable Council Members, at this time we will
3 have the roll call by Dr. Hodges for his
4 Commissioners.

5 DR. HODGES: Thank you very much,
6 Madam Clerk, Mr. President. Roll call.

7 Commissioner Cleaves?

8 COMMISSIONER CLEAVES: Present.

9 DR. HODGES: Commissioner Irving?
10 Commissioner Kerr?

11 COMMISSIONER KERR: Here.

12 DR. HODGES: Commissioner Martinez?

13 COMMISSIONER MARTINEZ: Present.

14 DR. HODGES: Commissioner Simmons?

15 COMMISSIONER SIMMONS: Present.

16 DR. HODGES: Commissioner Rivera?

17 COMMISSIONER RIVERA: Present.

18 DR. HODGES: Commissioner Mimms?
19 Commissioner Teague?

20 COMMISSIONER TEAGUE: Present.

21 DR. HODGES: John Hodges, present.
22 Thank you.

23 COUNCIL PRESIDENT MCKOY: Madam
24 Clerk, would you please read the Statement of
25 Compliance.

1 THE CLERK: Yes, Mr. President.

2 Meetings covered by 48-Hour Notice. The
3 time, date, location, and agenda of this
4 meeting were mailed to the North Jersey Herald
5 News, the Record, the Arabic Voice, the Italian
6 Voice, the Passaic County Pulse, the New Jersey
7 Pulse formerly known as the Paterson Pulse, the
8 Rumbo Dominicano formerly the Rumbo Latino, the
9 Paterson Press, the Quisqueya International,
10 the El Especial, the Christian Heritage
11 newspapers, the U.S. Latino Pulse and the
12 USlatinopulse.com at 11 a.m. on July 17, 2015,
13 posted on the bulletin board in the offices of
14 the City Clerk, at said City Hall, and mailed
15 to the offices of the persons who paid the fee
16 of \$25.

17 I'll just read the joint notice.

18 Public Notice.

19 Pursuant to the Open Public Meetings Act,
20 be advised that the Paterson Municipal Council
21 has scheduled a Special Joint Meeting with the
22 Board of Education Commissioners to be held on
23 Wednesday, July 22, 2015 at 7 p.m. in Municipal
24 Council Chambers, Third Floor, 155 Market
25 Street, Paterson, New Jersey, for the purpose

1 of discussing the following matters:

2 Public Portion.

3 Item No. 1.

4 Discussion:

5 Discussion with Dr. Donnie W. Evans,
6 State District Superintendent, the Board of
7 Education Commissioners, and City Officials
8 regarding the following matter:

9 Five year facility plan.

10 No formal action will be taken.

11 Item No. 2:

12 Resolution.

13 Resolution addressing a festival license
14 for Peruvian Parade Inc. to conduct a festival
15 at College Boulevard between Broadway and
16 Market Street, Paterson. Finance. Resolution
17 15:537.

18 Formal action will be taken.

19 Mr. President and Honorable Council
20 Members and Commissioners, our first item will
21 be the Public Portion.

22 COUNCIL PRESIDENT McKOY: Thank you,
23 Madam Clerk.

24 The Public Portion is now open. Members
25 of the public who wish to address the Municipal

1 Council or the Board of Education may do so at
2 this time.

3 I know you have a statement you normally
4 do for the Public Portion.

5 THE CLERK: At this time, there's no
6 one at the Public Portion.

7 DR. HODGES: We have to do our own
8 opening, Mr. President.

9 COUNCIL PRESIDENT McKOY: Yes,
10 please do.

11 DR. HODGES: Commissioner Teague,
12 would you please.

13 COMMISSIONER TEAGUE: Notice of
14 Special Joint Meeting between the Paterson
15 Board of Education and the Municipal Council of
16 the City of Paterson.

17 A Special Joint Meeting of the Paterson
18 Board of Education with the Municipal Council
19 of the City of Paterson will be held on
20 Wednesday, July 22, 2015, at 7 p.m. in the
21 Council Chambers, Third Floor, City Hall, 155
22 Market Street, Paterson, New Jersey, with the
23 intent on the agenda to include discussions
24 regarding the Paterson Public School District
25 five year facility plan. A Public Portion will

1 be held. No formal action will be taken.

2 COUNCIL PRESIDENT McKOY: Seeing no
3 one in the Public Portion.

4 COUNCILMAN SAYEGH: Move to close.

5 COUNCILWOMAN DAVILA: Second.

6 COUNCIL PRESIDENT McKOY: Moved to
7 close by Councilman Sayegh. Second by
8 Councilwoman Davila.

9 Roll call, Madam Clerk, to close the
10 Public Portion.

11 THE CLERK: Yes, Mr. President.
12 Roll call to close the Public Portion.

13 Councilman Akhtaruzzaman?

14 COUNCILMAN AKHTARUZZAMAN: Yes.

15 THE CLERK: Councilwoman Cotton?

16 COUNCILWOMAN COTTON: Yes.

17 THE CLERK: Councilwoman Davila?

18 COUNCILWOMAN DAVILA: Yes.

19 THE CLERK: Councilman Mendez?

20 COUNCILMAN MENDEZ: Yes.

21 THE CLERK: Councilman Sayegh?

22 COUNCILMAN SAYEGH: Yes.

23 THE CLERK: Councilman Staton?

24 COUNCILMAN STATON: Yes.

25 THE CLERK: Mr. President?

1 COUNCIL PRESIDENT McKOY: Yes.

2 THE CLERK: The vote is seven in
3 favor, two absent. The Public Portion is
4 hereby closed.

5 COUNCIL PRESIDENT McKOY: Thank you,
6 Madam Clerk.

7 Council Members, if you may indulge me to
8 move out of order and address item --
9 resolution -- Item No. 2, a resolution
10 addressing the Peruvian festival at this time.

11 Madam Clerk.

12 THE CLERK: Yes, Mr. President. The
13 next item on the agenda is Item No. 2, a
14 resolution addressing a bazaar license for
15 Peruvian Parade, Inc., to conduct a festival.
16 Finance. Resolution 15:537.

17 COUNCILWOMAN DAVILA: So moved.

18 COUNCILMAN SAYEGH: So moved.

19 COUNCILMAN MENDEZ: Second.

20 COUNCIL PRESIDENT McKOY: Moved by
21 Councilwoman Davila. Second by Councilman
22 Sayegh and Mendez.

23 Roll call, Madam Clerk, on Resolution No.
24 2, on Item 2.

25 THE CLERK: Yes, Mr. President.

1 Roll call on Item No. 2 for approval.

2 Councilman Akhtaruzzaman?

3 COUNCILMAN AKHTARUZZAMAN: Yes.

4 THE CLERK: Councilwoman Cotton?

5 COUNCILWOMAN COTTON: Yes.

6 THE CLERK: Councilwoman Davila?

7 COUNCILWOMAN DAVILA: Madam BA --
8 through the Chair.

9 COUNCIL PRESIDENT McKOY: Yes.

10 COUNCILWOMAN DAVILA: Madam BA, I
11 understand you spoke to Finance concerning the
12 one last document that was the second page to
13 the insurance. This application is based --
14 everything was there except that. Did you
15 receive that tonight?

16 MS. POU: Councilwoman, we did not.
17 My office did not get any confirmation as to
18 the second page of the actual endorsement copy,
19 however, I know that the resolution does in
20 fact indicate that and any action taken by the
21 Council tonight would be contingent upon them
22 submitting that information prior to the actual
23 license being given to them.

24 Any further questions with regard to the
25 legal extent of that, we have one of our

1 Assistant Corporation Counsel here tonight that
2 can respond to that, but quite honestly, you
3 can actually take action contingent upon them
4 submitting that second page, which is my
5 understanding that they did in fact obtain but
6 have not actually provided a copy of that have
7 to -- my office has not received any
8 confirmation that they may have gotten that and
9 submitted it to the licensing department, but
10 my office as of very late this evening did not
11 get any confirmation.

12 However, as I said, I will repeat, you
13 can take action on that contingent upon them
14 submitting that information prior to the
15 action.

16 COUNCILWOMAN DAVILA: Very good, so
17 you reviewed the application and everything is
18 there so...

19 MS. POU: That is correct.

20 COUNCILWOMAN DAVILA: Madam Clerk,
21 my vote yes.

22 THE CLERK: Thank you.

23 Councilman Mendez?

24 COUNCILMAN MENDEZ: Yes.

25 THE CLERK: Councilman Sayegh?

1 COUNCILMAN SAYEGH: Yes.

2 THE CLERK: Councilman Staton?

3 COUNCILMAN STATON: Yes.

4 THE CLERK: Mr. President?

5 COUNCIL PRESIDENT MCKOY: Yes.

6 THE CLERK: The vote is seven in
7 favor, two absent. Item No. 2 is hereby
8 adopted.

9 COUNCIL PRESIDENT MCKOY: Thank you,
10 Madam Clerk.

11 At this time, we will go to our
12 discussion with the Board of Education with
13 regard to the five year facility plan.

14 Dr. Hodges.

15 DR. HODGES: Thank you,
16 Mr. President, Madam Clerk, Members of the
17 Council, Business Administrator. We are -- as
18 you know, we have struggled over the last few
19 years getting our facilities agenda moved
20 forward, particularly in terms of the S.D.A.

21 We have only had two projects over the
22 last five years that have gone in completion
23 and those two projects came as a result of
24 parental action, where parents went down and
25 camped out every month down in the S.D.A.'s

1 office demanding that we move forward. And so
2 we thought that we would come before the
3 Council and make it clear to the State that the
4 Council and the Board were together on trying
5 to push forward these current initiatives.

6 This is what they requested in terms
7 wanting the facilities plan and we want to
8 celebrate the fact that for over a year we have
9 had a large number of Patersonians and
10 stakeholders came together and worked
11 diligently to craft this plan. We even looked
12 at all kinds of data. We looked at classroom
13 sizes. We looked at trends in population in
14 the City. We looked at potential growth,
15 potential loss. We looked at the actual areas
16 of the various schools. We looked at the ages
17 of our buildings. We have at least 10 that are
18 over 100 years old that still need to be
19 addressed.

20 And after looking at all of that
21 information, they came together and developed a
22 series of projects and were put in sequence of
23 priority which they want to present to the City
24 to make sure that you understand what we're
25 trying to do and why.

1 So without further ado, I'm going to turn
2 this over to Deputy Superintendent Eileen
3 Shafer.

4 MS. SHAFER: Thank you, Dr. Hodges.
5 I'd like to introduce, before we begin,
6 Assistant Superintendent Susana Peron and our
7 Executive Director of Facilities Steve Morlino.

8 As Dr. Hodges said, we had a very large
9 Steering Committee consisting of 61 district
10 and community members, including parents, who
11 met for approximately a year, and we held six
12 community forums. We were able to get surveys
13 completed by community members who could not
14 attend some of those community forums. We had
15 an executive team that met four times. The
16 Steering Committee met every other month. We
17 had four chair people, Eileen Sterling being
18 one, in order to move this agenda forward. We
19 met with the Pastor's Workshop to get their
20 input. And so we wanted to make sure that we
21 touched all the different stakeholders because
22 of the criticalness of having a five year
23 facility plan.

24 Dr. Hodges pretty much told you why that
25 was necessary, with the aging of our buildings

1 and with some of our schools that are very
2 overcrowded, I'm sure you all know about those.
3 We have 18 trailers that we're housing students
4 in because of the overcrowdedness, and so this
5 plan will eliminate having those trailers and
6 it includes some additions to schools as well
7 as some new schools on the horizon.

8 So at this point, without any further
9 delay, you have a copy of the five year
10 facility plan that was board-approved in June
11 and it was the effort of the Dionne Firm, who
12 was our consultant, and all of the folks on the
13 Steering Committee.

14 So I'm going to ask at this point if
15 Steve Morlino, our Executive Director of
16 Facilities, goes through the PowerPoint, and
17 you can also take a look at the plan itself.
18 It talks about the demographics, it talks about
19 where they see a trend of the student
20 population increasing and where our needs are.

21 Steve.

22 MR. MORLINO: Thank you, Deputy
23 Superintendent Shafer.

24 Good evening, Council President McKoy and
25 Commissioner President Dr. Hodges, Council

1 Members and Board Members.

2 It's a pleasure this evening to give you
3 an overview of the facility's long range master
4 plan that was developed in conjunction with the
5 group. This is an overview of what you have in
6 your packet this evening.

7 As Dr. Hodges alluded to, we currently
8 have 9 schools over 100 years old, we have 14
9 schools over 75 years old, and we have 4
10 schools over 50 years old, and the rest of the
11 schools are somewhere under the 50-year limit
12 there, but all of our schools require ongoing
13 maintenance.

14 What's involved in the facility's master
15 plan? It takes into account an assessment of
16 all of the facilities, looking at the
17 conditions in capacity and current educational
18 adequacy of the facilities. Currently the
19 building condition assessment has revealed that
20 the Paterson Public Schools would require
21 \$184,198,000 to improve the conditions within
22 the current school portfolio to bring them up
23 to current State standards and to make them
24 cosmetically appealing and safe and sound for
25 our students who attend.

1 Also involved in it is the educational
2 vision of the district, the leadership of the
3 district, citizen input and various
4 stakeholders and Steering Committee members who
5 are all interested in this program.

6 The long range plan at this point, we're
7 at the end of this chart up here, at this point
8 and the presentations are being done to the
9 public and that's part of what we see, we are
10 here at this point.

11 The plan requires a full scope of
12 sequence of operations and this is what this is
13 depicting here without going through all of
14 that detail for you.

15 Each school presentation here you will
16 see, this is an example of the community
17 dialogue. There were a number of options for
18 each proposal presented to the community. The
19 scoring was done percentage-wise looking at
20 recommendations of the various stakeholders and
21 where they felt their support was within the
22 outline. The strongest support for this
23 example is building a new Don Bosco, that was
24 option 2, 54 percent of the respondents
25 indicated they preferred that option, 40

1 percent said they would make changes to that
2 option.

3 COUNCIL PRESIDENT McKOY: Just one
4 quick question. Your presentation is not tied
5 to the packet we received.

6 MR. MORLINO: The packet you
7 received is more detailed than this overview.

8 COUNCIL PRESIDENT McKOY: Okay.
9 Very good.

10 MR. MORLINO: There are more actual
11 representations of this example in the packet.

12 COUNCIL PRESIDENT McKOY: So we will
13 just watch the screen.

14 MR. MORLINO: The district was
15 broken up demographically by a consultant who
16 looked at all the taxpayers within the school
17 district and put together this proposal based
18 on demographics, both current and expected to
19 the demographics moving forward.

20 It's anticipated that the district is on
21 a declining enrollment and within the next 10
22 years it's anticipated there will be a
23 reduction of approximately 1,400 students
24 within the Paterson Public Schools.

25 The long range plan looked at various

1 aspects of bringing buildings up to the 21st
2 century in regard that all buildings will have
3 these parameters within them, amongst them,
4 clean drinking water, environmental conditions
5 to the means of education and various other
6 aspects of the program which the School
7 Development Authority will fund. There are
8 certain options they will not fund, but the
9 majority of the options that have been
10 identified are fundable under the State School
11 Development Authority.

12 The district was broken up logistically
13 and geographically to represent different
14 areas. Unit 1 consists of Don Bosco, 14, 19,
15 27, and School 5. We looked at all of the
16 parameters within that unit and came up with a
17 program in representation that was presented to
18 stakeholders in which they had various options
19 to look at. And again, the district was broken
20 down, this was a high school district in unit
21 1, looking at JFK complex and what was needed
22 there. Again, there's expected to be a slight
23 decline in enrollment at that particular
24 location over the next 10 years.

25 Unit 2, we looked at the Paterson Academy

1 for Urban Leadership, Schools 12, 28, and 4,
2 and again, the parameters were established for
3 each one of these geographic locations.

4 Your packet contains more detailed
5 information on each one of these units.
6 Basically, there were six units broken up, each
7 one of them consisting of a grouping of schools
8 in the Paterson area and any adjustments
9 proposed to the actual area.

10 Again, all of the groupings are separate
11 and identified by a number so that they can be
12 easier to find and recommendations have been
13 made for all of them.

14 Priorities were established for the
15 School Development Authority to consider within
16 the program. One of the items that the
17 district feels strongly about is they need the
18 ability to enter into lease-purchase
19 contractual agreements. Currently the
20 threshold for that type of agreement is
21 \$500,000 and it's precluded the district from
22 obtaining a number of ideal sites that have
23 been identified throughout district as
24 conducive for our educational mission, and so
25 we're going to seek the ability to enter into

1 longer term agreements at higher price levels
2 than the \$500,000 current threshold.

3 Part of the proposal to the School
4 Development Authority is the redesigning and
5 rebuilding of the Don Bosco Middle School. It
6 currently sits at a capacity of 1,200 students.
7 Those students will be moved into swing space
8 at the Paterson Academy during the process in
9 which that building will be razed, taken down,
10 and rebuilt on the site.

11 We would require designing and building
12 20 classroom additions in School 18 in order to
13 address overcrowding issues there.

14 Raze and design and rebuild School 3 to a
15 700-student capacity.

16 Raze and design and rebuild School 20.

17 That's a short overview of the district's
18 long-range plan. As I indicated, there's a
19 more detailed plan in front of you and we would
20 be glad to address any questions in regard to
21 the plan or certainly you could digest that
22 plan and get back to us with the questions. We
23 would be glad to address them.

24 MS. SHAFER: So if you look at unit
25 1 and you see the data, I just want to point

1 out, this is a clear example of what one of our
2 priorities is. School 19 is overcrowded, St.
3 Mary's and Don Bosco has high condition needs
4 as well as overcrowdedness and the enrollment
5 will likely be flat for the next five years.

6 So that is one of our priorities that you
7 just received, that right now Don Bosco is the
8 next school to be built. Where they are
9 currently is on the old Don Bosco location.
10 They would tear that down and rebuild from the
11 ground, up. That is our number one priority.

12 And as you look through the plan, you
13 will see that over by School 27 and 5, that is
14 a very high populated area that continues to
15 grow.

16 So that is one of our priorities right
17 now, is Don Bosco. And I just wanted to show
18 you how the plan connects to that priority and
19 the conditions right now in Don Bosco are
20 borderline, you know, in need of repair.

21 DR. HODGES: I would additionally
22 point out that no ratables will be lost to the
23 City in this project. The S.D.A. currently
24 owns the Don Bosco site and those students will
25 be shifted to Paterson Catholic facilities,

1 which the S.D.A. also owns. So in addition to
2 getting a brand new school at Don Bosco, you
3 would also be getting a school with a sports
4 facility at Paterson Catholic. So it's
5 extremely important for us getting the
6 recommendations for the situation we have in
7 this City to get that project underway and
8 moving because it has a number of benefits.

9 In addition to that, we have another --
10 number one on your chart is allowing Paterson
11 schools to enter into a lease-purchase
12 contract, and there are a lot of concerns about
13 this particular issue. We currently spend 6 to
14 \$8 million in leases every year without getting
15 anything in return except for just the use of
16 the buildings. And there's going to be a
17 medical center built at St. Joe's Hospital and
18 we would like the students of Harp to be in
19 that building to provide outstanding
20 educational opportunity for those students and
21 for the City. However, we are precluded by law
22 entering into lease-purchase agreements and
23 that handicap is not going to move from one
24 site to the other. We would have an
25 opportunity to buy some space in that facility

1 and do what we want with it and be able to
2 function fully as a school, but currently the
3 law precludes us from doing that and that's one
4 of the major considerations we're going to be
5 challenging in the next year or so.

6 We're trying to craft part times for, I
7 guess, short term solutions. We don't want to
8 lose this opportunity.

9 COUNCIL PRESIDENT McKOY: Thank you.
10 Speaking to that, it has long been the notion
11 that a mixed-use option for schools, where
12 schools are being integrated with buildings or
13 housing, is a way of our future. So what would
14 be the objection to the lease-purchase? It
15 seems like if that would be a perfect scenario,
16 to utilize the leverage, the 6 to \$8 million
17 that you're paying out now in a lease, in a
18 lease-purchase situation, at least at the end
19 of that period, you own the building.

20 DR. HODGES: My understanding is
21 that they don't like the amount. Naturally, we
22 spend \$500,000.

23 COUNCIL PRESIDENT McKOY: 500,000?

24 DR. HODGES: That's right. That's
25 the concern, to purchase for lease-purchase as

1 opposed to --

2 COUNCIL PRESIDENT McKOY: There's
3 not a lot you're going to get for 500,000. A
4 five bedroom house, maybe.

5 DR. HODGES: My point to the State
6 is, well, if you look at the fact long term,
7 we're spending \$6 million and getting
8 absolutely nothing in return, it doesn't make
9 any sense for us to be placed in these narrow
10 confines without any real benefit to the
11 taxpayers long term because you're going to
12 have to go back and do something. So we might
13 as well do a realistic approach and capitalize
14 on this tremendous educational opportunity down
15 in the State to understand because we don't
16 have a lot of time to get this down.

17 COUNCIL PRESIDENT McKOY: Councilman
18 Morris and then Councilman Akhtaruzzaman.

19 Just to clarify, I think sometimes the
20 objection is that you may have a sweet ordeal
21 that benefits the developer and the district
22 doesn't get a benefit out of it, but clearly
23 the State is involved with the contracting and
24 the lease-purchase arrangement so that you
25 understand the terms and conditions. It might

1 be advantageous for the public to understand
2 what we're talking about, if we can do a
3 performance lease-purchase on this same posed
4 building to show what is our current
5 expenditure, what it would be under the
6 lease-purchase agreement and the benefits in
7 the 10, 20 years of the lease, and then at the
8 end of that period, you own the building but
9 you're no longer paying for it, as opposed to
10 having a permanent expense going forward in the
11 future.

12 Also, just for my curiosity, I know that
13 School Number 10, I believe, which is on Market
14 Street, not too far -- close to the park --
15 School 11, 10 plus 1 is what I meant -- has to
16 be one of our oldest buildings. I didn't see
17 it in the planning segments and I wanted you to
18 refer to that for me and tell me what unit it
19 would be in or just that it is on the plan.

20 I know when I was on the Board a good
21 while ago, it was outdated and antiquated then.
22 I can't imagine what it is today.

23 DR. HODGES: It's currently being
24 used for newcomers who are students who are
25 arriving in this country without any formal

1 educational training and they spend a
2 particular period of time trying to build those
3 skills and that's what we're using it for now.
4 Eventually what they want to do is close School
5 11 and rezone those students into School 15.
6 The long term goal -- this is not going to be
7 easy or realistic -- is to raze the building
8 and to rebuild on that site.

9 COMMISSIONER MARTINEZ: You can look
10 at page 11, it's more detailed.

11 COUNCIL PRESIDENT McKOY: I would
12 think that that particular building would have
13 been higher up on the list, but I'm sure, based
14 on your overall strategy and design, it must
15 make sense in putting that together. But it is
16 a fine example of the difficulties that the
17 children have to face going into a building,
18 which reminds me of School 16 which we're now
19 placing, the Council just vacated some students
20 to allow for that to go forward. We look
21 forward to that.

22 Councilman Morris followed by Councilman
23 Akhtaruzzaman.

24 COUNCILMAN MORRIS: Thank you,
25 Council President.

1 Some questions as well as some clarifying
2 questions beginning with the lease-purchase
3 agreement. There's actually two ways of
4 looking at it. In a Lease-purchase in a
5 preexisting building and therefore you
6 basically have a regiment to pay that bill or
7 maybe you can work out an agreement with a
8 developer to build a suit. In other words, the
9 developers who are interested in entering into
10 engagements with the district to build a school
11 based on their specifications and then enter
12 into a lease-purchase agreement afterwards.

13 Now, my understanding is the district or
14 the State has a limit as to what they would
15 allow as far as a per square foot with regard
16 to this type of situation.

17 MR. MORLINO: The official S.D.A.
18 figure is \$143 per square foot, which is
19 totally unrealistic. The current S.D.A. is
20 constructing buildings in the 400 square feet
21 range.

22 COUNCILMAN MORRIS: That figure is
23 about four times the budget as we're building
24 at \$143 a square foot. Well, we've had -- I've
25 had this conversation with the district and

1 some of the facilities team prior to Mr.
2 Morlino joining the team and what the push back
3 was, is that I engaged the developer in a
4 conversation, they needed, in order to make the
5 project work, a minimal of anywhere between 27
6 to \$30 a square foot, triple that, and I think
7 your current lease is worth somewhere around 11
8 or \$17 a square foot. But that figure was
9 based on them actually putting the building in
10 the ground and building it to specifications.

11 Then there are other associated laws
12 depending on what the district would want, but
13 at the end of the day you get a brand new
14 building, a brand new school that's built to
15 the specifications. So there needs to be that
16 conversation because at the end of the day,
17 there's going to be a lot less than \$400 per
18 square foot and you get exactly the designs
19 built. They're still willing to have that
20 conversation. It will require a conversation
21 where they begin to put the shovel in the
22 ground and I would look forward to reconvening
23 that meeting with the developers. I'm talking
24 about developers in and around the hospital at
25 this point.

1 When you begin to think about sort of
2 that educational continuance with regard
3 particularly to those who attend Harp Academy,
4 we have New York Medical College that's
5 currently on the campus, their student housing
6 for their particular students, we begin to
7 develop those agreements between William
8 Paterson, Montclair and Berkeley of bringing
9 those students into New York Medical College
10 and internship and resident training within the
11 hospital itself.

12 Where this becomes important is
13 healthcare is shifting more from
14 fee-for-service and inpatient care to what they
15 call population health, which means when a
16 patient comes, that patient needs to be
17 followed even when they're outside the hospital
18 and the hospital is responsible for the health
19 of that patient moving forward and control that
20 cost. So that's going to require a lot more
21 primary care physicians and a lot less
22 specialists, and we have a severe shortage of
23 primary care physicians within this
24 geographical area.

25 So that would help add to that because

1 there can be other systems that can be provided
2 to these students from the medical school to
3 maintain their practices within the City
4 itself. So we really need to have a
5 conversation of how we enter into these types
6 of arrangements.

7 The other thing in regard to my
8 clarifying question, I've been hearing a lot of
9 rhetoric about School 6 and placing School 6, I
10 guess, in the pew, if not at the top of the
11 pew, but I didn't see School 6 anywhere in this
12 presentation and it would appear from your
13 presentation, Don Bosco is actually at the top
14 of the pew.

15 So if someone can just comment as to
16 where School 6 falls within the pew and why
17 School 6 isn't part of this conversation.

18 DR. HODGES: They're going to figure
19 that out. I will tell you, part of the concern
20 that Don Bosco has and continues to be one of
21 our top priorities is because this project was
22 actually seven years in the making and it was
23 delayed because it was moved up our priority
24 list seven years ago and another schools
25 substituted instead and none of that happened

1 because there was disagreements about that
2 project.

3 We have severe overcrowding in School 5,
4 School 27, School 14, 19, and this school is
5 extremely important for the northern part of
6 the City in terms of relieving that attendance
7 pressure. So that, along with the concern
8 about not losing because they're not going to
9 hold onto Paterson Catholic forever, so it
10 benefits the City if we move forward with that
11 project as soon as possible and at the same
12 time secure Paterson Catholic long term.

13 Now, in terms of School 6, we don't --
14 there were discussions about School 6 about
15 five years ago, about five or six years ago and
16 at that time there was given, great disgrace
17 was given to, I guess, the land in front of
18 School 6, and that's Auburn to Carol, and
19 leveling that area and creating a courtyard and
20 putting the school at the end of that. But you
21 have new housing there now and so it's unclear
22 what that actual project will look like.

23 I do understand that there was some talk
24 of closing or accumulating some of the
25 foreclosed property in that area. I personally

1 drove around to take a look at the vacant
2 property and looked for a substantial parcel
3 that you could build a school on in any of the
4 four blocks that intervene and I'm not quite
5 sure where that is. So it's number 7 on our
6 priority list. Currently School 6 is 61
7 percent occupied and it's not 100 years old.

8 We have done some substantial renovation
9 of that building over the last few years and so
10 there's not a pressing need for us at this
11 time. However, if we were able to get a brand
12 new school in that area, we certainly would
13 pursue that initiative, but --

14 COUNCILMAN MORRIS: Well, I guess,
15 and I don't mean to cut you off, my concern is,
16 knowing how the State and the S.D.A. has worked
17 in the past, they almost typically only give
18 you one bite at the apple. So therefore,
19 whatever plan you move forward with, let's make
20 sure that's a plan that's going to work.

21 I'm more inclined to go with a plan that
22 doesn't consume existing ratables and actually
23 address the overcrowding, but I just don't
24 know, you know, how -- I would hate to see
25 mixed messages going to the S.D.A. and the

1 State because my understanding with them is
2 they will sit back and say we're going to give
3 one scoop, you know, and we're going to throw
4 it up in the air and whatever one floats
5 higher, that's the one you're going to get. So
6 if Don Bosco is the priority, then we need to
7 focus on the other schools.

8 DR. HODGES: There's no question in
9 terms of the Steering Committee for the long
10 term facility plan. This Board has already
11 adopted these five priorities. Again, School 6
12 is number 7, it's not even Number 6 on the
13 list, it's number 7. The urgency of the
14 classroom size -- classroom situation in the
15 northern part of the City has been like this
16 for quite some time and we can get sanctioned
17 for that, for not having an appropriate
18 classroom size. So we want to provide enhanced
19 facilities for the students and that's long
20 overdue.

21 You don't want to lose those two
22 buildings and for all those reasons and looking
23 at the importance of it to our overall
24 planning, the Don Bosco project is clearly,
25 according to the district, far more important

1 than School 6. I don't think there's any
2 confusion about that in anybody's mind on this
3 Board or from the district. So we made it
4 clear to the State. In fact, this priority
5 list and the facilities plan is already being
6 presented to the State Department of Education
7 for consideration. It does not currently have
8 School 6 on it.

9 COUNCILMAN MORRIS: Just my final
10 question on the project priorities for the
11 S.D.A., number 1 being allowing Paterson Public
12 School to enter into a lease-purchase project.
13 Is this an ask or is this something that --

14 DR. HODGES: That actually is our
15 number one priority for consideration is the
16 lease-purchase agreement.

17 COUNCILMAN MORRIS: Once again, are
18 we asking that this happen?

19 DR. HODGES: We're asking that it
20 happen.

21 As a matter of fact, one of the
22 considerations would be, well, what would the
23 S.D.A. feel about that. And I have personally
24 spoke with the S.D.A. and they have no concerns
25 about it whatsoever, they won't build unless

1 the Department of Education tells them to
2 build.

3 COUNCILMAN MORRIS: I would just
4 hyphenate that or include as part of number
5 one, pre-construction lease-purchase agreement,
6 because this implies that the preexisting
7 structure, that you would just move in and then
8 move on to purchase but doesn't imply that
9 we're looking to identify a site, engage a
10 developer and a contractor, and then, you know,
11 sign, build and inspect and then a
12 lease-purchase.

13 DR. HODGES: Currently the
14 Assemblyman Benjie Wimberly has already entered
15 a bill that would address this particular item
16 moving forward, and I've approached Senator Pou
17 to also consider doing that on the Senate side.
18 But I really would like to take some time to
19 try to craft a solution to that issue.

20 COUNCILMAN MORRIS: Thank you.

21 Thank you, Council President.

22 COUNCIL PRESIDENT McKOY: Thank you,
23 Councilman.

24 COUNCILMAN AKHTARUZZAMAN: Thank
25 you, Council President. One of the top issues

1 is the overcrowding, which, yeah, we do need to
2 build more schools. You know, I don't like the
3 idea, the lease to purchase because it might be
4 very expensive. What do you think of -- a lot
5 of the abandoned building or the warehouses in
6 the City of Paterson? We have so many of them.
7 If we can acquire, I'm sure most of them are
8 like, for example, they're building an
9 equipment -- I believe this guy wants the
10 building for the end of the building. I'm not
11 sure on the dead end used to be a factory, but
12 it's a big building, so what do you think of,
13 you know, buying or properties and then trying
14 to -- because, you know, you're going into
15 these and it's very expensive.

16 DR. HODGES: That's been a
17 consideration of ours. The problem that we
18 have is, if you're going to purchase a
19 building, it has to be done through the School
20 Development Authority, not us. With a
21 lease-purchase, the district can initiate that
22 action. We wouldn't have to wait for the
23 approval of the School Development Authority.

24 This is extremely important to us. It
25 gives us an option, number one, to address an

1 urgent need for a timeframe, and also this is a
2 tremendous educational opportunity. I simply
3 cannot underscore that. There is no better
4 situation like this anywhere in this City, and
5 so if we were able to craft an arrangement
6 where we could have our high school students in
7 close proximity to a medical school and
8 virtually in short range from the hospital and
9 then put a program behind that that supports
10 educational medicine, you just cannot describe
11 the educational benefits for that.

12 So we are looking at this as a crucial
13 opportunity and we don't want it to slip
14 through our fingers. And we also know we're
15 not given -- we are going to go through the
16 S.D.A., then somewhere down the road it would
17 be somewhere down below number 7 in terms of
18 the requirement of the priority list.

19 COUNCILMAN AKHTARUZZAMAN: Thank
20 you.

21 COUNCIL PRESIDENT McKOY: Councilman
22 Staton and then Councilwoman Cotton.

23 COUNCILMAN STATON: Thank you,
24 Mr. President.

25 Truly, as I look at this and I see that

1 we know that School 6 has been one of our major
2 peeves and things that have gone on and
3 continually go on there, and I know that you
4 are aware of that, Dr. Hodges, but
5 nevertheless, I do understand the concept as to
6 Don Bosco being a priority, but just to clear
7 something up for me, at this stage right now,
8 what grades are in there now? Is it a middle
9 school or is it evolving into a middle school?
10 Don Bosco, is it a middle school or is it
11 evolving into a middle school?

12 DR. HODGES: It's seven and eight
13 now and we want to bring in six, sixth grade.

14 COUNCILMAN STATON: So -- and the
15 movement of those students, is there adequate
16 transportation being provided to and from and
17 --

18 DR. HODGES: Absolutely. We
19 currently bring them in from various parts of
20 the City.

21 COUNCILMAN STATON: Because, you
22 know, knowing that this build is going to take
23 some time, we are looking at the families
24 involved, you know, with the concern about
25 getting from point A to point B and then if

1 there's something else, you know, going on
2 particularly during the fall season as the
3 weather will be rough, I know the parents will
4 be very concerned about their children to make
5 sure that there's accessibility.

6 You know, it's a quality of life issue
7 and I do understand, we do understand
8 overcrowdedness, but we do want to make sure
9 that security and safety measures are in place
10 as well for our students and our loved ones.
11 And I'm looking at this across the board
12 because a number of these schools are in the
13 First Ward, School 5, we list for amounts of
14 Dr. Frank Napier School which you continue to
15 call that School 4 and it's listed as School 4,
16 not Dr. Frank Napier School, and Dr. Frank
17 Napier was a very good colleague and friend of
18 mine and we fought diligently to get that name
19 changed, so I would like for us in the future
20 that we refer to it as such because of the
21 important role that he played with the
22 educational system here in our City.

23 That being said, it's important that as
24 we look at and that being the priority of
25 overcrowdedness, and again that spills into the

1 First Ward again, we want, you know, nothing
2 but the best and I don't want this just to be a
3 good idea or just a good intent when it comes
4 to our children. I know, Doctor, that you've
5 been here and you've been on the battlefield
6 and I've stood side by side with you as we try
7 to companion this ongoing battle as it pertains
8 to education and quality of education that our
9 children receive, and again, I applaud you for
10 not letting the banner tread the ground, but we
11 want to continue in making sure that everybody
12 that sides with us don't necessarily mean that
13 they're for us and projects such as this will
14 get shortchanged right out of the gate as it
15 was aforementioned by my colleague and we want
16 to make sure that the pressures stay on and we
17 get exactly what you say we are getting for our
18 children.

19 I hear a lot about every time something
20 goes down it's about our children and our
21 children are being pimped -- if you can use
22 that word, Mr. President -- continually and
23 it's not -- you know, we just can't step out
24 and let that be acceptable because we already
25 know where we stand with the movements, if you

1 will, on a plan that something overturned that.
2 You just don't get rid of 360 teachers or
3 professionals and then say that we're going to
4 do this and don't have the tools to teach the
5 children.

6 So I just want you to feel -- not you
7 because I already know you're there, but the
8 rest of us to know where we're at.

9 Thank you, Mr. President.

10 DR. HODGES: Thank you, Reverend
11 Staton. Let me just say this. I thank you for
12 your kind words directed at me, but this action
13 is the result of this Board and our fight and
14 the work that we've done is the action of this
15 Board. I cannot state that enough. We have
16 worked extremely hard and very cohesively to
17 make sure that these issues get pressed and the
18 determination of the City is heard by the State
19 and the various agencies.

20 We are here today to enlist your support
21 in pushing these priorities and make sure that
22 the State understands that we're in this
23 together. I couldn't have gotten any of this
24 done without the help of this Board. We have
25 worked tirelessly to make sure that these

1 things happen the way they're supposed to in
2 our school district.

3 COUNCIL PRESIDENT McKOY: Thank you.
4 Councilwoman Cotton.

5 COUNCILWOMAN COTTON: Thank you,
6 Council President.

7 You know, I look back on the many years
8 that I know I've been involved with the schools
9 and I remember in each School Construction
10 Corp. in the beginning and people need to
11 realize that there was so many stipulations
12 that they put on our City, I mean our Board of
13 Education that they wouldn't let us buy used,
14 it had to be new. They wouldn't let us -- for
15 example, East Side High School, we wanted to
16 take the armory and put that where East Side
17 High School along with the Little Roberto
18 Clemente, but they wouldn't let us buy used.
19 It had to be brand new, built from the ground.

20 Now, even with -- now, it's not School
21 Construction Corp. no more, it's another name.
22 And what I find is that, and I say that how can
23 we change the people of the School Construction
24 to make them understand that sometimes you
25 can't build new, you can -- I look at my School

1 10, and I have all that area over there where
2 they can expand 10 or make it a bigger school,
3 you got abandoned buildings that's been there
4 for 20 years, why we couldn't expand there?

5 We could take East Side High School and
6 take that armory and be like the City of East
7 Orange with the sports complex, where you could
8 take the gymnasium and make classrooms instead
9 of putting trailers on the street. Why do you
10 need to put trailers? Why you put our kids in
11 trailers? But because until we can change the
12 mindset of the people sitting on the School
13 Construction to come in, to see what's around
14 it and how you can make it better, how you can
15 make it bigger, and I don't know, it's like
16 you're talking about the lease-agreement now.
17 How do you not want to do that? I don't
18 understand that. Like, the mindset of you
19 sitting on this Board and you would rather pay
20 rent for 15, 20 years and not be able to buy.
21 But -- and I don't know what's going to be able
22 to change it.

23 I don't know if it's our State elected
24 officials to change the mindset, but -- and
25 down there you got Roberto Clemente on top of

1 the list. I have always been an advocate for
2 middle schools. When I was in school we had
3 middle schools. I didn't go to the school that
4 my second grade sister went to. We went to
5 different schools and I found that years of
6 being involved -- a first grader should not be
7 in the same building our with an eighth
8 graders. I always knew that. And I say -- and
9 then people started making excuses and, you
10 know, we started settling for excuses of why we
11 couldn't go back to that middle school piece.
12 And I like that idea that Don Bosco did a
13 sixth, seventh, and eighth, and that's on top
14 of the list.

15 Now, you talked about School 6, which I
16 see in the report here it's only 61 percent
17 utilized. How are we going to get another
18 School 6 if it's only 61 percent now? And when
19 you look at that area over there, you can see
20 it's mixtures of abandoned and people living.
21 It's a big mixture. You take 20 houses, 10
22 could be empty or abandoned and 10 got families
23 living in it.

24 Now, what do we do with those families?
25 Now that all got to be considered. And I

1 always said I want affordable housing and there
2 could be, but we still need to look at School
3 6, too, but we need to -- I'm for -- if Don
4 Bosco is on top of the list, it needs to stay
5 on top of the list because I know that we need
6 that middle school set in our City here and you
7 find that kids who go to school together around
8 the same age act differently.

9 So if we can in some kind of way, and I
10 don't know how we're going to do that -- what's
11 the name of the corporation?

12 DR. HODGES: It's the School
13 Development Authority.

14 COUNCILWOMAN COTTON: Oh, it's the
15 School Development Authority now -- so this is
16 -- and they're on board with us for Don Bosco?

17 DR. HODGES: They said they would
18 build whatever we decide, the Department of
19 Education tells them to build.

20 COUNCILWOMAN COTTON: They still do
21 not want to buy used? Are they still in that
22 mindset of they got to be brand new?

23 DR. HODGES: No, they purchased
24 Paterson Catholic.

25 COUNCILWOMAN COTTON: Okay. So now

1 they're starting to -- let me just remind some
2 of my colleagues, and talking about years ago
3 with School Construction Corp. I forgot what
4 school we built and I remember saying to --
5 because I was part of the team and I remember
6 saying to them, well, how come we can't have a
7 swimming pool so we can have a swim team? They
8 thought I was crazy, like, you want a swimming
9 pool? But when you have towns surrounding us,
10 they have all of that.

11 So there were certain things they still
12 never got for our children on the School
13 Construction Corp. There was, to me, quite a
14 bit of things they left out because when I look
15 at School 13 now, and I was on that team as a
16 parent, when I looked at that school and they
17 always kept saying don't let nobody come here
18 and build a school who has never built a school
19 because if you never built a school, you do not
20 know how to build a school. And I look at
21 School 13 now and I see all the space that was
22 wasted that we could have had more classrooms.
23 But me, I'm not an engineer, I'm not a builder,
24 I'm going by what you say that we should have,
25 then that's what we will do. But I know for a

1 fact we need to have people build schools that
2 build schools.

3 So hopefully I can see that the mindset
4 has changed because if they bought Paterson
5 Catholic and they bought Don Bosco, their
6 mindset is changing on buying used and not
7 completely new.

8 Thank you, Council President.

9 DR. HODGES: To answer her question,
10 there is, perhaps, a way if we got inventive,
11 and perhaps in School 6, to change what's going
12 on there. But that's a long term plan and the
13 Board has been in discussion with that and
14 other things to look at School 6.

15 And, lastly, I would say to you, when
16 this meeting is convened or adjourned and the
17 City and the State know that the City Council
18 and the Board are together on pushing this
19 priority and these schools, getting these
20 priorities executed, then it's easier for us to
21 tell the State they have to fulfill their
22 obligation under the law. So that there's no
23 questions, no concerns about whether we can
24 stop this from going forward, that's the
25 importance of bringing this before you.

1 COUNCIL PRESIDENT McKOY: Very good.
2 Thank you, President Hodges.

3 Councilman Morris has a final question of
4 the evening and he promised to be brief and to
5 the point.

6 COUNCILMAN MORRIS: To be brief,
7 right.

8 It's been the past practice where we look
9 at each school such as Harp Academy and so
10 forth, that students were admitted via a
11 process, if you talk to some of the leadership
12 of some of these schools, they feel a different
13 way about that.

14 If we're really going to move forward and
15 with the schools in and around the hospital
16 campus, we're going to have to really give some
17 considerable thought to an interview process
18 with the students entering the school. But I'm
19 saying prepare them by preparing them in grade
20 6 if they want to choose health careers. Start
21 preparing them in grade 6 so by the time they
22 get to the point where they're entering into
23 high school, they will test and interview well.
24 Because you know when you tell the parent that
25 you have this specialized school, whether their

1 child is capable or not, they're going to force
2 that child into that school whether the child
3 wants to go or not, and you're just setting
4 that child up for failure if they really don't
5 want to go there.

6 So, while I understand the lottery system
7 and the fairness, we also have to face the
8 reality and we really need to start preparing
9 the students earlier so that they begin to
10 interview and test well in some of these
11 particular schools.

12 Thank you, Council President.

13 COUNCIL PRESIDENT MCKOY: Thank you,
14 Councilman.

15 Mr. President, do you have a closing
16 remark?

17 DR. HODGES: Yes, I do, and thank
18 you, Mr. President. I'm going to embarrass one
19 of your members here.

20 There are 11 Patersonian students who are
21 currently involved in an aviation career
22 program. And what that is is we have an
23 opportunity to send 11 of our students --
24 actually, it's supposed to be eight, but now
25 it's 11, to a program where they are getting

1 introduced to the world of aviation. They're
2 going to control centers, they're looking at
3 different types of planes, they're going to
4 Atlantic City to see their airport, they're
5 going to Washington, D.C. They're actually
6 doing some flying. Patersonian students
7 between grade 8th and 10th.

8 This program, it's not a district
9 program, it is a -- we can't afford to run a
10 program like this right now, but the
11 opportunity came to send several of our
12 students, about three or four weeks ago. And I
13 must say, because of our financial status, we
14 could not afford to pay for the program.

15 But I will say this, Mr. --
16 Councilman Morris and I don't necessarily get
17 along all the time, but when he found out about
18 the program and the situation that we were in,
19 he stepped up and partially funded the program
20 for the students, as did Dr. Evans out of their
21 own pockets, and we want to thank them for
22 that.

23 This is a tremendous opportunity for our
24 students and they reap the benefits. So
25 despite getting up at six and seven o'clock in

1 the morning, they didn't mind because they were
2 doing things that they never imagined them
3 themselves doing and they see themselves in
4 different places because of the program.

5 Dr. Evans needs to be thanked, Councilman
6 Morris. Ms. Shafer helped in very short term
7 because this came about a week in time when we
8 heard about it, jumped on it, and helped put it
9 together. None of this would have happened
10 without Dr. Philmore because he, in fact, found
11 the students during the summer, which is very,
12 very difficult to do, as you can imagine. So I
13 want to thank them as well.

14 In addition to that, I'll be meeting with
15 the Paterson Education Association which
16 teachers will be present tomorrow afternoon.
17 We are seeking to draft jointly a letter
18 stating our concerns about the severe funding
19 crisis the district faces, and what we hope
20 Commissioners and the State Department of
21 Education will be there to address this.

22 I've been here 15 -- well, I've been here
23 13 years with this Board and we have never had
24 a joint letter or anything else done with the
25 Paterson Education Association. This is a

1 first and it's a unique opportunity and I'm
2 very thankful.

3 In addition to that, they're seeking to
4 collaborate with the Board in dispensing school
5 supplies in association with WBLS radio later
6 on this year. I'll get back to you with that
7 information.

8 Lastly, we are going to have a phone
9 conference with the Commissioner next week to
10 push all of these issues forward and make it
11 very clear where Paterson stands. And I know
12 there's lot of conversation about what's
13 happening in Newark and we feel that with this
14 Board's performance is at least as well or as
15 good as Newark, if not better, significantly
16 better, and we want to press that case.

17 So with that being said, I want to thank
18 you very much. I was hoping to get a sense of
19 your support so we can move forward with that
20 and say that we're all united together behind
21 this approach, this push to the Department of
22 Education, that they have it very clear in
23 their mind what the City wants to do and what
24 we're trying to accomplish for our children.

25 COUNCIL PRESIDENT McKOY: Thank you,

1 Mr. President, Commissioners, Deputy
2 Superintendent Shafer, Assistant Superintendent
3 Peron, and Commissioners for being here
4 tonight. Certainly it's been a very
5 informative presentation. I think as a Council
6 and the viewing public we have gained a solid
7 sense of where you're going with five year
8 facility plan, what your priorities are, what
9 the needs are, and we thank you for this
10 opportunity.

11 We look forward to continuing the
12 dialogue and to providing the support that we
13 can to encourage the State to move forward
14 particularly on the lease-purchase circumstance
15 as well as the other issues we have mentioned.

16 So thank you again for your presence this
17 evening and for your enlightened and thorough
18 presentation with the five year facility plan.

19 DR. HODGES: Thank you.

20 COUNCIL PRESIDENT McKOY: Council
21 Members, thank you for taking the time tonight.
22 I know it was challenge for you, we met last
23 night and we're here again tonight.

24 Madam Clerk, would you move to close?

25 COUNCILMAN AKHTARUZZAMAN: Move to

1 close.

2 COUNCILWOMAN COTTON: Second.

3 COUNCIL PRESIDENT McKOY: Moved by
4 Councilman Akhtaruzzaman. Second by
5 Councilwoman Cotton.

6 Roll call, Madam Clerk.

7 THE CLERK: Yes, Mr. President.

8 Roll call to close the Special Joint Meeting on
9 July 22, 2015.

10 Councilman Akhtaruzzaman?

11 COUNCILMAN AKHTARUZZAMAN: I want to
12 say I do believe this is a valuable plan and it
13 is a good plan. Be mindful of some of the
14 stuff that Councilman Morris talked about.

15 And my vote is yes.

16 THE CLERK: Councilwoman Cotton?

17 COUNCILWOMAN COTTON: Thank you. I
18 just would like to say, you know, to me, it's
19 very important for the community at large to
20 see the Board, the Paterson Board of Education
21 and also the City Council that we should be
22 able to sit down and work together and so we
23 can move forward and I know our community needs
24 that so badly and I'm happy that we did this
25 together.

1 Again, my vote is yes.

2 THE CLERK: Councilman Morris?

3 COUNCILMAN MORRIS: My vote is yes.

4 Council President, will the next step be a
5 resolution in support of this particular
6 resolution?

7 COUNCIL PRESIDENT McKOY: Certainly
8 we can do that and bring that forward for the
9 Council's consideration.

10 COUNCILMAN MORRIS: My vote is yes.

11 THE CLERK: Councilman Staton?

12 COUNCILMAN STATON: Yes, thank you
13 for clarification on that, Councilman Morris.
14 That's exactly where I was heading. Nothing
15 else needs to be said than to know that we're
16 all with you and look forward to another
17 meeting. Thank you.

18 Yes, Madam Clerk.

19 THE CLERK: Mr. President?

20 COUNCIL PRESIDENT McKOY: Yes.

21 THE CLERK: The vote is five in
22 favor, four absent. We will now have the roll
23 call for the Board of Ed Commissioners.

24 DR. HODGES: Motion to close.

25 Commissioner Cleaves?

1 COMMISSIONER CLEAVES: Yes.

2 DR. HODGES: Commissioner Kerr?

3 COMMISSIONER KERR: Yes.

4 DR. HODGES: Commissioner Martinez?

5 COMMISSIONER MARTINEZ: Yes.

6 DR. HODGES: Commissioner Simmons?

7 COMMISSIONER SIMMONS: Yes.

8 DR. HODGES: Commissioner Rivera?

9 COMMISSIONER RIVERA: Yes.

10 DR. HODGES: Commissioner Teague?

11 COMMISSIONER TEAGUE: Just before I
12 conclude, I was hoping to find some sandwiches
13 or something here tonight. I didn't see any.
14 Yes.

15 THE CLERK: The Special Joint
16 Meeting is now concluded.

17 Good evening, everyone.

18

19 (Whereupon, the proceeding is then
20 concluded at 8:20 p.m.)

21

22

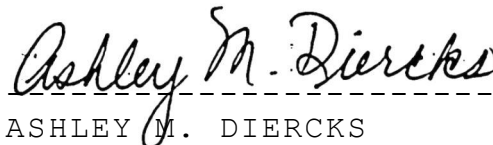
23

24

25

C E R T I F I C A T I O N

I, ASHLEY M. DIERCKS, a Notary Public
and Court Reporter of the State of New Jersey,
hereby certify that the proceedings herein are
from the notes taken by me of a Videotaped
Joint Special Meeting of the Municipal Council
held on Wednesday, July 22, 2015; and that this
is a correct transcript of the same.



ASHLEY M. DIERCKS
Court Reporter
Notary No. 54678

\$	40:15 40 [1] - 17:25 400 [1] - 28:20 48-Hour [1] - 5:2	accomplish [1] - 53:24 according [1] - 34:25 account [1] - 16:15 accumulating [1] - 32:24 acquire [1] - 37:7 act [1] - 46:8 Act [1] - 5:19 Acting [1] - 1:20 action [11] - 6:10, 18; 8:1; 10:20; 11:3, 13, 15; 12:24; 37:22; 42:12, 14 actual [6] - 10:18, 22; 13:15; 18:10; 20:9; 32:22 add [1] - 30:25 addition [4] - 23:1, 9; 52:14; 53:3 additionally [1] - 22:21 additions [2] - 15:6; 21:12 address [9] - 6:25; 9:8; 21:13, 20, 23; 33:23; 36:15; 37:25; 52:21 addressed [1] - 13:19 addressing [3] - 6:13; 9:10, 14 adequacy [1] - 16:18 adequate [1] - 39:15 adjourned [1] - 48:16 adjustments [1] - 20:8 Administrator [2] - 1:23; 12:17 admitted [1] - 49:10 ado [1] - 14:1 adopted [2] - 12:8; 34:11 advantageous [1] - 26:1 advised [1] - 5:20 advocate [1] - 45:1 afford [2] - 51:9, 14 affordable [1] - 46:1 aforementioned [1] - 41:15 afternoon [1] - 52:16 afterwards [1] - 28:12 age [1] - 46:8 agencies [1] - 42:19 agenda [5] - 5:3; 7:23; 9:13; 12:19; 14:18 ages [1] - 13:16 aging [1] - 14:25 ago [6] - 26:21; 31:24; 32:15; 47:2; 51:12	agreement [8] - 20:20; 26:6; 28:3, 7, 12; 35:16; 36:5; 44:16 agreements [4] - 20:19; 21:1; 23:22; 30:7 air [1] - 34:4 airport [1] - 51:4 AKHTARUZZAMAN [8] - 1:11; 3:11; 8:14; 10:3; 36:24; 38:19; 54:25; 55:11 Akhtaruzzaman [7] - 3:10; 8:13; 10:2; 25:18; 27:23; 55:4, 10 allow [2] - 27:20; 28:15 allowing [2] - 23:10; 35:11 alluded [1] - 16:7 almost [1] - 33:17 amount [1] - 24:21 amounts [1] - 40:13 ANDRE [1] - 1:16 answer [1] - 48:9 anticipated [2] - 18:20, 22 antiquated [1] - 26:21 appealing [1] - 16:24 appear [1] - 31:12 applaud [1] - 41:9 apple [1] - 33:18 application [2] - 10:13; 11:17 approach [2] - 25:13; 53:21 approached [1] - 36:16 appropriate [1] - 34:17 approval [2] - 10:1; 37:23 approved [1] - 15:10 Arabic [1] - 5:5 area [9] - 20:8; 22:14; 30:24; 32:19, 25; 33:12; 44:1; 45:19 areas [2] - 13:15; 19:14 armory [2] - 43:16; 44:6 arrangement [2] - 25:24; 38:5 arrangements [1] - 31:6 arriving [1] - 26:25 ASHLEY [2] - 58:4, 15 aspects [2] - 19:1, 6 Assemblyman [1] - 36:14 assessment [2] - 16:15, 19 Assistant [4] - 2:11;	11:1; 14:6; 54:2 associated [1] - 29:11 Association [2] - 52:15, 25 association [1] - 53:5 At-Large [3] - 1:13 Atlantic [1] - 51:4 attend [3] - 14:14; 16:25; 30:3 attendance [1] - 32:6 Auburn [1] - 32:18 Authority [8] - 19:7, 11; 20:15; 21:4; 37:20, 23; 46:13, 15 aviation [2] - 50:21; 51:1 aware [1] - 39:4			
1	1 [6] - 6:3; 19:14, 21; 21:25; 26:15; 35:11 1,200 [1] - 21:6 1,400 [1] - 18:23 10 [10] - 13:17; 18:21; 19:24; 26:7, 13, 15; 44:1; 45:21 100 [3] - 13:18; 16:8; 33:7 10th [1] - 51:7 11 [8] - 5:12; 26:15; 27:5, 10; 29:7; 50:20, 23, 25 12 [1] - 20:1 13 [3] - 47:15, 21; 52:23 14 [3] - 16:8; 19:14; 32:4 15 [3] - 27:5; 44:20; 52:22 155 [2] - 5:24; 7:21 15:537 [2] - 6:17; 9:16 16 [1] - 27:18 17 [1] - 5:12 18 [2] - 15:3; 21:12 19 [3] - 19:14; 22:2; 32:4	5 5 [4] - 19:15; 22:13; 32:3; 40:13 50 [1] - 16:10 50-year [1] - 16:11 500,000 [2] - 24:23; 25:3 54 [1] - 17:24 54678 [1] - 58:16	6 6 [24] - 23:13; 24:16; 25:7; 31:9, 11, 16-17; 32:13, 18; 33:6; 34:11; 35:1, 8; 39:1; 45:15, 18; 46:3; 48:11, 14; 49:20 61 [4] - 14:9; 33:6; 45:16, 18	7 7 [7] - 3:9; 5:23; 7:20; 33:5; 34:12; 38:17 700-student [1] - 21:15 75 [1] - 16:9 7:00 [1] - 1:4	8 8 [2] - 23:14; 24:16 8:20 [1] - 57:20 8th [1] - 51:7	9 9 [1] - 16:8	A a.m [1] - 5:12 abandoned [4] - 37:5; 44:3; 45:20, 22 ability [2] - 20:18, 25 able [7] - 14:12; 24:1; 33:11; 38:5; 44:20; 55:22 ABSENT [2] - 1:15, 18 absent [3] - 9:3; 12:7; 56:22 absolutely [1] - 25:8 Absolutely [1] - 39:18 Academy [4] - 19:25; 21:8; 30:3; 49:9 acceptable [1] - 41:24 accessibility [1] - 40:5
2	2 [9] - 6:11; 9:9, 13, 24; 10:1; 12:7; 17:24; 19:25 20 [6] - 21:12, 16; 26:7; 44:4, 20; 45:21 2015 [7] - 1:4; 3:9; 5:12, 23; 7:20; 55:9; 58:9 21st [1] - 19:1 22 [6] - 1:4; 3:9; 5:23; 7:20; 55:9; 58:9 27 [4] - 19:15; 22:13; 29:5; 32:4 28 [1] - 20:1						
3	3 [1] - 21:14 360 [1] - 42:2						
4	4 [4] - 16:9; 20:1;						
B	BA [2] - 10:7, 10 badly [1] - 55:24 banner [1] - 41:10 based [5] - 10:13; 18:17; 27:13; 28:11; 29:9 battle [1] - 41:7 battlefield [1] - 41:5 bazaar [1] - 9:14 becomes [1] - 30:12 bedroom [1] - 25:4 begin [5] - 14:5; 29:21; 30:1, 6; 50:9 beginning [2] - 28:2; 43:10 behind [2] - 38:9; 53:20 below [1] - 38:17 benefit [2] - 25:10, 22 benefits [6] - 23:8; 25:21; 26:6; 32:10; 38:11; 51:24 Benjie [1] - 36:14 Berkeley [1] - 30:8 best [1] - 41:2 better [4] - 38:3; 44:14; 53:15 between [5] - 6:15; 7:14; 29:5; 30:7; 51:7 big [2] - 37:12; 45:21 bigger [2] - 44:2, 15 bill [2] - 28:6; 36:15 bit [1] - 47:14 bite [1] - 33:18 blocks [1] - 33:4 BOARD [1] - 2:1 board [4] - 5:13; 15:10; 40:11; 46:16 Board [23] - 5:22; 6:6; 7:1, 15, 18; 12:12; 13:4; 16:1; 26:20; 34:10; 35:3; 42:13, 15, 24; 43:12;						

<p>44:19; 48:13, 18; 52:23; 53:4; 55:20; 56:23</p> <p>Board's [1] - 53:14</p> <p>board-approved [1] - 15:10</p> <p>borderline [1] - 22:20</p> <p>Bosco [20] - 17:23; 19:14; 21:5; 22:3, 7, 9, 17, 19, 24; 23:2; 31:13, 20; 34:6, 24; 39:6, 10; 45:12; 46:4, 16; 48:5</p> <p>bought [2] - 48:4</p> <p>Boulevard [1] - 6:15</p> <p>brand [6] - 23:2; 29:13; 33:11; 43:19; 46:22</p> <p>brief [2] - 49:4, 6</p> <p>bring [4] - 16:22; 39:13, 19; 56:8</p> <p>bringing [3] - 19:1; 30:8; 48:25</p> <p>Broadway [1] - 6:15</p> <p>broken [4] - 18:15; 19:12, 19; 20:6</p> <p>budget [1] - 28:23</p> <p>build [16] - 27:2; 28:8, 10; 33:3; 35:25; 36:2, 11; 37:2; 39:22; 43:25; 46:18; 47:18, 20; 48:1</p> <p>builder [1] - 47:23</p> <p>BUILDING [1] - 1:2</p> <p>building [24] - 16:19; 17:23; 21:9, 11; 23:19; 24:19; 26:4, 8; 27:7, 12, 17; 28:5, 23; 29:9, 14; 33:9; 37:5, 8, 10, 12, 19; 45:7</p> <p>buildings [10] - 13:17; 14:25; 19:1; 23:16; 24:12; 26:16; 28:20; 34:22; 44:3</p> <p>built [8] - 22:8; 23:17; 29:14, 19; 43:19; 47:4, 18</p> <p>bulletin [1] - 5:13</p> <p>Business [2] - 1:23; 12:17</p> <p>buy [5] - 23:25; 43:13, 18; 44:20; 46:21</p> <p>buying [2] - 37:13; 48:6</p>	<p>21:6, 15</p> <p>capitalize [1] - 25:13</p> <p>care [3] - 30:14, 21, 23</p> <p>career [1] - 50:21</p> <p>careers [1] - 49:20</p> <p>Carol [1] - 32:18</p> <p>case [1] - 53:16</p> <p>Catholic [6] - 22:25; 23:4; 32:9, 12; 46:24; 48:5</p> <p>celebrate [1] - 13:8</p> <p>center [1] - 23:17</p> <p>centers [1] - 51:2</p> <p>century [1] - 19:2</p> <p>certain [2] - 19:8; 47:11</p> <p>Certainly [2] - 54:4; 56:7</p> <p>certainly [2] - 21:21; 33:12</p> <p>certify [1] - 58:6</p> <p>chair [1] - 14:17</p> <p>Chair [1] - 10:8</p> <p>challenge [1] - 54:22</p> <p>challenging [1] - 24:5</p> <p>Chambers [2] - 5:24; 7:21</p> <p>change [5] - 43:23; 44:11, 22, 24; 48:11</p> <p>changed [2] - 40:19; 48:4</p> <p>changes [1] - 18:1</p> <p>changing [1] - 48:6</p> <p>chart [2] - 17:7; 23:10</p> <p>child [4] - 50:1, 4</p> <p>children [10] - 27:17; 40:4; 41:4, 9, 18, 20-21; 42:5; 47:12; 53:24</p> <p>choose [1] - 49:20</p> <p>Christian [1] - 5:10</p> <p>circumstance [1] - 54:14</p> <p>citizen [1] - 17:3</p> <p>CITY [3] - 1:1, 9</p> <p>City [29] - 1:20; 5:14; 6:7; 7:16, 19, 21; 13:14, 23; 22:23; 23:7, 21; 31:3; 32:6, 10; 34:15; 37:6; 38:4; 39:20; 40:22; 42:18; 43:12; 44:6; 46:6; 48:17; 51:4; 53:23; 55:21</p> <p>clarification [1] - 56:13</p> <p>clarify [1] - 25:19</p> <p>clarifying [2] - 28:1; 31:8</p> <p>classroom [5] - 13:12; 21:12; 34:14, 18</p>	<p>classrooms [2] - 44:8; 47:22</p> <p>clean [1] - 19:4</p> <p>clear [6] - 13:3; 22:1; 35:4; 39:6; 53:11, 22</p> <p>clearly [2] - 25:22; 34:24</p> <p>Cleaves [2] - 4:7; 56:25</p> <p>CLEAVES [2] - 4:8; 57:1</p> <p>Clemente [2] - 43:18; 44:25</p> <p>CLERK [34] - 3:7, 12, 14, 16, 18, 21, 23; 4:1; 5:1; 7:5; 8:11, 15, 17, 19, 21, 23, 25; 9:2, 12, 25; 10:4, 6; 11:22, 25; 12:2, 4, 6; 55:7, 16; 56:2, 11, 19, 21; 57:15</p> <p>Clerk [16] - 1:20; 3:5; 4:6, 24; 5:14; 6:23; 8:9; 9:6, 11, 23; 11:20; 12:10, 16; 54:24; 55:6; 56:18</p> <p>close [11] - 8:4, 7, 9, 12; 26:14; 27:4; 38:7; 54:24; 55:1, 8; 56:24</p> <p>closed [1] - 9:4</p> <p>closing [2] - 32:24; 50:15</p> <p>cohesively [1] - 42:16</p> <p>collaborate [1] - 53:4</p> <p>colleague [2] - 40:17; 41:15</p> <p>colleagues [1] - 47:2</p> <p>College [3] - 6:15; 30:4, 9</p> <p>comment [1] - 31:15</p> <p>Commissioner [17] - 4:7, 9-10, 12, 14, 16, 18-19; 7:11; 15:25; 53:9; 56:25; 57:2, 4, 6, 8, 10</p> <p>COMMISSIONER [14] - 4:8, 11, 13, 15, 17, 20; 7:13; 27:9; 57:1, 3, 5, 7, 9, 11</p> <p>COMMISSIONERS [1] - 2:1</p> <p>Commissioners [8] - 4:4; 5:22; 6:7, 20; 52:20; 54:1, 3; 56:23</p> <p>Committee [5] - 14:9, 16; 15:13; 17:4; 34:9</p> <p>community [8] - 14:10, 12-14; 17:16, 18; 55:19, 23</p> <p>companion [1] - 41:7</p> <p>completed [1] - 14:13</p> <p>completely [1] - 48:7</p>	<p>completion [1] - 12:22</p> <p>complex [2] - 19:21; 44:7</p> <p>Compliance [1] - 4:25</p> <p>concept [1] - 39:5</p> <p>concern [5] - 24:25; 31:19; 32:7; 33:15; 39:24</p> <p>concerned [1] - 40:4</p> <p>concerning [1] - 10:11</p> <p>concerns [4] - 23:12; 35:24; 48:23; 52:18</p> <p>conclude [1] - 57:12</p> <p>concluded [2] - 57:16, 20</p> <p>condition [2] - 16:19; 22:3</p> <p>conditions [5] - 16:17, 21; 19:4; 22:19; 25:25</p> <p>conductive [1] - 20:24</p> <p>conduct [2] - 6:14; 9:15</p> <p>conference [1] - 53:9</p> <p>confines [1] - 25:10</p> <p>confirmation [3] - 10:17; 11:8, 11</p> <p>confusion [1] - 35:2</p> <p>conjunction [1] - 16:4</p> <p>connects [1] - 22:18</p> <p>consider [2] - 20:15; 36:17</p> <p>considerable [1] - 49:17</p> <p>consideration [4] - 35:7, 15; 37:17; 56:9</p> <p>considerations [2] - 24:4; 35:22</p> <p>considered [1] - 45:25</p> <p>consisting [2] - 14:9; 20:7</p> <p>consists [1] - 19:14</p> <p>constructing [1] - 28:20</p> <p>construction [1] - 36:5</p> <p>Construction [6] - 43:9, 21, 23; 44:13; 47:3, 13</p> <p>consultant [2] - 15:12; 18:15</p> <p>consume [1] - 33:22</p> <p>contains [1] - 20:4</p> <p>contingent [3] - 10:21; 11:3, 13</p> <p>continually [2] - 39:3; 41:22</p> <p>continuance [1] - 30:2</p>	<p>continue [2] - 40:14; 41:11</p> <p>continues [2] - 22:14; 31:20</p> <p>continuing [1] - 54:11</p> <p>contract [1] - 23:12</p> <p>contracting [1] - 25:23</p> <p>contractor [1] - 36:10</p> <p>contractual [1] - 20:19</p> <p>control [2] - 30:19; 51:2</p> <p>convened [1] - 48:16</p> <p>conversation [8] - 28:25; 29:4, 16, 20; 31:5, 17; 53:12</p> <p>copy [3] - 10:18; 11:6; 15:9</p> <p>COREY [1] - 2:7</p> <p>Corp [4] - 43:10, 21; 47:3, 13</p> <p>corporation [1] - 46:11</p> <p>Corporation [2] - 1:21; 11:1</p> <p>correct [2] - 11:19; 58:10</p> <p>cosmetically [1] - 16:24</p> <p>cost [1] - 30:20</p> <p>Cotton [7] - 3:12; 8:15; 10:4; 38:22; 43:4; 55:5, 16</p> <p>COTTON [10] - 1:12; 3:13; 8:16; 10:5; 43:5; 46:14, 20, 25; 55:2, 17</p> <p>Council [30] - 3:2, 8; 4:2; 5:20, 24; 6:19; 7:1, 15, 18, 21; 9:7; 10:21; 12:17; 13:3; 15:24; 27:19, 25; 36:21, 25; 43:6; 48:8, 17; 50:12; 54:5, 20; 55:21; 56:4; 58:8</p> <p>COUNCIL [33] - 1:1, 9; 3:1, 25; 4:23; 6:22; 7:9; 8:2, 6; 9:1, 5, 20; 10:9; 12:5, 9; 18:3, 8, 12; 24:9, 23; 25:2, 17; 27:11; 36:22; 38:21; 43:3; 49:1; 50:13; 53:25; 54:20; 55:3; 56:7, 20</p> <p>Council's [1] - 56:9</p> <p>Councilman [32] - 3:10, 16, 18-19, 21, 23; 8:7, 13, 19, 21, 23; 9:21; 10:2; 11:23, 25; 12:2; 25:17; 27:22; 36:23; 38:21; 49:3; 50:14; 51:16; 52:5; 55:4, 10, 14;</p>
<p>C</p>	<p>camped [1] - 12:25</p> <p>campus [2] - 30:5; 49:16</p> <p>cannot [3] - 38:3, 10; 42:15</p> <p>capable [1] - 50:1</p> <p>capacity [3] - 16:17;</p>			

<p>56:2, 11, 13 COUNCILMAN [33] - 3:11, 17, 20, 22; 8:4, 14, 20, 22, 24; 9:18; 10:3; 11:24; 12:1, 3; 27:24; 28:22; 33:14; 35:9, 17; 36:3, 20, 24; 38:19, 23; 39:14, 21; 49:6; 54:25; 55:11; 56:3, 10, 12 Councilwoman [13] - 3:12, 14; 8:8, 15, 17; 9:21; 10:4, 6, 16; 38:22; 43:4; 55:5, 16 COUNCILWOMAN [17] - 3:13, 15; 8:5, 16, 18; 9:17; 10:5, 7, 10; 11:16, 20; 43:5; 46:14, 20, 25; 55:2, 17 Counsel [2] - 1:21; 11:1 country [1] - 26:25 County [1] - 5:6 Court [2] - 58:5, 16 courtyard [1] - 32:19 covered [1] - 5:2 craft [4] - 13:11; 24:6; 36:19; 38:5 crazy [1] - 47:8 creating [1] - 32:19 crisis [1] - 52:19 criticalness [1] - 14:22 crucial [1] - 38:12 curiosity [1] - 26:12 current [9] - 13:5; 16:17, 22-23; 18:18; 21:2; 26:4; 28:19; 29:7 cut [1] - 33:15</p>	<p>Department [5] - 35:6; 36:1; 46:18; 52:20; 53:21 depicting [1] - 17:13 Deputy [4] - 2:9; 14:2; 15:22; 54:1 describe [1] - 38:10 design [3] - 21:14, 16; 27:14 designing [1] - 21:11 designs [1] - 29:18 despite [1] - 51:25 detail [1] - 17:14 detailed [4] - 18:7; 20:4; 21:19; 27:10 determination [1] - 42:18 develop [1] - 30:7 developed [2] - 13:21; 16:4 developer [4] - 25:21; 28:8; 29:3; 36:10 developers [3] - 28:9; 29:23 Development [8] - 19:7, 11; 20:15; 21:4; 37:20, 23; 46:13, 15 dialogue [2] - 17:17; 54:12 DIERCKS [2] - 58:4, 15 different [6] - 14:21; 19:13; 45:5; 49:12; 51:3; 52:4 differently [1] - 46:8 difficult [1] - 52:12 difficulties [1] - 27:16 digest [1] - 21:21 diligently [2] - 13:11; 40:18 Dionne [1] - 15:11 directed [1] - 42:12 Director [3] - 2:12; 14:7; 15:15 disagreements [1] - 32:1 discussing [1] - 6:1 discussion [2] - 12:12; 48:13 Discussion [2] - 6:4 discussions [2] - 7:23; 32:14 disgrace [1] - 32:16 dispensing [1] - 53:4 district [23] - 14:9; 17:2; 18:14, 17, 20; 19:12, 19-20; 20:17, 21, 23; 25:21; 28:10, 13, 25; 29:12; 34:25; 35:3; 37:21; 43:2; 51:8; 52:19 District [2] - 6:6; 7:24</p>	<p>district's [1] - 21:17 Doctor [1] - 41:4 document [1] - 10:12 DOMENICK [1] - 1:21 DOMINGO [1] - 1:14 Dominicano [1] - 5:8 Don [20] - 17:23; 19:14; 21:5; 22:3, 7, 9, 17, 19, 24; 23:2; 31:13, 20; 34:6, 24; 39:6, 10; 45:12; 46:3, 16; 48:5 done [7] - 17:8, 19; 33:8; 37:19; 42:14, 24; 52:24 Donnie [1] - 6:5 down [12] - 12:24; 19:20; 21:9; 22:10; 25:14, 16; 38:16; 41:20; 44:25; 55:22 Dr [15] - 4:3; 6:5; 12:14; 14:4, 8, 24; 15:25; 16:7; 39:4; 40:14, 16; 51:20; 52:5, 10 DR [37] - 2:2; 4:5, 9, 12, 14, 16, 18, 21; 7:7, 11; 12:15; 22:21; 24:20, 24; 25:5; 26:23; 31:18; 34:8; 35:14, 19; 36:13; 37:16; 39:12, 18; 42:10; 46:12, 17, 23; 48:9; 50:17; 54:19; 56:24; 57:2, 4, 6, 8, 10 draft [1] - 52:17 drinking [1] - 19:4 drove [1] - 33:1 during [3] - 21:8; 40:2; 52:11</p>	<p>eighth [2] - 45:7, 13 EILEEN [1] - 2:9 Eileen [2] - 14:2, 17 El [1] - 5:10 elected [1] - 44:23 eliminate [1] - 15:5 embarrass [1] - 50:18 empty [1] - 45:22 encourage [1] - 54:13 end [8] - 17:7; 24:18; 26:8; 29:13, 16; 32:20; 37:10 endorsement [1] - 10:18 engage [1] - 36:9 engaged [1] - 29:3 engagements [1] - 28:10 engineer [1] - 47:23 enhanced [1] - 34:18 enlightened [1] - 54:17 enlist [1] - 42:20 enrollment [3] - 18:21; 19:23; 22:4 enter [6] - 20:18, 25; 23:11; 28:11; 31:5; 35:12 entered [1] - 36:14 entering [4] - 23:22; 28:9; 49:18, 22 environmental [1] - 19:4 equipment [1] - 37:9 ERROL [1] - 2:3 Especial [1] - 5:10 ESQ [1] - 1:21 established [2] - 20:2, 14 Evans [3] - 6:5; 51:20; 52:5 evening [8] - 3:1; 11:10; 15:24; 16:2, 6; 49:4; 54:17; 57:17 Eventually [1] - 27:4 evolving [2] - 39:9, 11 exactly [3] - 29:18; 41:17; 56:14 example [7] - 17:16, 23; 18:11; 22:1; 27:16; 37:8; 43:15 except [2] - 10:14; 23:15 excuses [2] - 45:9 executed [1] - 48:20 executive [1] - 14:15 Executive [3] - 2:12; 14:7; 15:15 existing [1] - 33:22 expand [2] - 44:2, 4 expected [2] - 18:18; 19:22</p>	<p>expenditure [1] - 26:5 expense [1] - 26:10 expensive [2] - 37:4, 15 extent [1] - 10:25 extremely [4] - 23:5; 32:5; 37:24; 42:16</p>
F				
				<p>face [2] - 27:17; 50:7 faces [1] - 52:19 Facilities [3] - 2:12; 14:7; 15:16 facilities [8] - 12:19; 13:7; 16:16, 18; 22:25; 29:1; 34:19; 35:5 facility [10] - 6:9; 7:25; 12:13; 14:23; 15:10; 23:4, 25; 34:10; 54:8, 18 Facility [1] - 1:4 facility's [2] - 16:3, 14 fact [8] - 10:20; 11:5; 13:8; 25:6; 35:4, 21; 48:1; 52:10 factory [1] - 37:11 failure [1] - 50:4 fairness [1] - 50:7 fall [1] - 40:2 falls [1] - 31:16 families [3] - 39:23; 45:22, 24 far [3] - 26:14; 28:15; 34:25 favor [3] - 9:3; 12:7; 56:22 fee [2] - 5:15; 30:14 fee-for-service [1] - 30:14 feet [1] - 28:20 felt [1] - 17:21 Festival [1] - 1:5 festival [4] - 6:13; 9:10, 15 few [2] - 12:18; 33:9 Fifth [1] - 1:18 fight [1] - 42:13 figure [4] - 28:18, 22; 29:8; 31:18 final [2] - 35:9; 49:3 Finance [3] - 6:16; 9:16; 10:11 financial [1] - 51:13 fine [1] - 27:16 fingers [1] - 38:14 Firm [1] - 15:11 First [3] - 1:17; 40:13; 41:1 first [3] - 6:20; 45:6; 53:1 five [13] - 7:25; 12:13, 22; 14:22;</p>

15:9; 22:5; 25:4; 32:15; 34:11; 54:7, 18; 56:21 Five [2] - 1:4; 6:9 Five-Year [1] - 1:4 flat [1] - 22:5 FLAVIO [1] - 2:5 floats [1] - 34:4 Floor [2] - 5:24; 7:21 flying [1] - 51:6 focus [1] - 34:7 folks [1] - 15:12 followed [2] - 27:22; 30:17 following [2] - 6:1, 8 foot [6] - 28:15, 18, 24; 29:6, 8, 18 force [1] - 50:1 foreclosed [1] - 32:25 forever [1] - 32:9 forgot [1] - 47:3 formal [3] - 6:10; 8:1; 26:25 Formal [1] - 6:18 formerly [2] - 5:7 forth [1] - 49:10 forums [2] - 14:12, 14 forward [22] - 12:20; 13:1, 5; 14:18; 18:19; 26:10; 27:20; 29:22; 30:19; 32:10; 33:19; 36:16; 48:24; 49:14; 53:10, 19; 54:11, 13; 55:23; 56:8, 16 fought [1] - 40:18 four [6] - 14:15, 17; 28:23; 33:4; 51:12; 56:22 Fourth [1] - 1:12 Frank [3] - 40:14, 16 friend [1] - 40:17 front [2] - 21:19; 32:17 fulfill [1] - 48:21 full [1] - 17:11 fully [1] - 24:2 function [1] - 24:2 fund [2] - 19:7 fundable [1] - 19:10 funded [1] - 51:19 funding [1] - 52:18 future [3] - 24:13; 26:11; 40:19	19:13 given [4] - 10:23; 32:16; 38:15 glad [2] - 21:20, 23 goal [1] - 27:6 GORDON [1] - 1:19 grade [5] - 39:13; 45:4; 49:19, 21; 51:7 grader [1] - 45:6 graders [1] - 45:8 grades [1] - 39:8 great [1] - 32:16 ground [5] - 22:11; 29:10, 22; 41:10; 43:19 group [1] - 16:5 grouping [1] - 20:7 groupings [1] - 20:10 grow [1] - 22:15 growth [1] - 13:14 guess [4] - 24:7; 31:10; 32:17; 33:14 guy [1] - 37:9 gymnasium [1] - 44:8	34:8; 35:14, 19; 36:13; 37:16; 39:12, 18; 42:10; 46:12, 17, 23; 48:9; 50:17; 54:19; 56:24; 57:2, 4, 6, 8, 10 Hodges [10] - 4:3, 21; 12:14; 14:4, 8, 24; 15:25; 16:7; 39:4; 49:2 hold [1] - 32:9 honestly [1] - 11:2 Honorable [2] - 4:2; 6:19 hope [1] - 52:19 hopefully [1] - 48:3 hoping [2] - 53:18; 57:12 horizon [1] - 15:7 hospital [6] - 29:24; 30:11, 17-18; 38:8; 49:15 Hospital [1] - 23:17 house [1] - 25:4 houses [1] - 45:21 housing [5] - 15:3; 24:13; 30:5; 32:21; 46:1 hyphenate [1] - 36:4	54:5 initiate [1] - 37:21 initiative [1] - 33:13 initiatives [1] - 13:5 inpatient [1] - 30:14 input [2] - 14:20; 17:3 inspect [1] - 36:11 instead [2] - 31:25; 44:8 insurance [1] - 10:13 integrated [1] - 24:12 intent [2] - 7:23; 41:3 interested [2] - 17:5; 28:9 International [1] - 5:9 internship [1] - 30:10 intervene [1] - 33:4 interview [3] - 49:17, 23; 50:10 introduce [1] - 14:5 introduced [1] - 51:1 inventive [1] - 48:10 involved [7] - 16:14; 17:1; 25:23; 39:24; 43:8; 45:6; 50:21 Irving [1] - 4:9 issue [3] - 23:13; 36:19; 40:6 issues [5] - 21:13; 36:25; 42:17; 53:10; 54:15 Italian [1] - 5:5 Item [7] - 6:3, 11; 9:9, 13, 24; 10:1; 12:7 item [4] - 6:20; 9:8, 13; 36:15 items [1] - 20:16 itself [3] - 15:17; 30:11; 31:4	jumped [1] - 52:8 June [1] - 15:10
K				
KENNETH [2] - 1:15; 2:6 kept [1] - 47:17 Kerr [2] - 4:10; 57:2 KERR [3] - 2:3; 4:11; 57:3 kids [2] - 44:10; 46:7 kind [2] - 42:12; 46:9 kinds [1] - 13:12 knowing [2] - 33:16; 39:22 known [1] - 5:7				
L				
ladies [1] - 3:2 land [1] - 32:17 Large [3] - 1:13 large [3] - 13:9; 14:8; 55:19 last [5] - 10:12; 12:18, 22; 33:9; 54:22 Lastly [1] - 53:8 lastly [1] - 48:15 late [1] - 11:10 Latino [2] - 5:8, 11 law [3] - 23:21; 24:3; 48:22 laws [1] - 29:11 leadership [2] - 17:2; 49:11 Leadership [1] - 20:1 Lease [1] - 28:4 lease [22] - 20:18; 23:11, 22; 24:14, 17-18, 25; 25:24; 26:3, 6-7; 28:2, 12; 29:7; 35:12, 16; 36:5, 12; 37:3, 21; 44:16; 54:14 lease-agreement [1] - 44:16 Lease-purchase [1] - 28:4 lease-purchase [17] - 20:18; 23:11, 22; 24:14, 18, 25; 25:24; 26:3, 6; 28:2, 12; 35:12, 16; 36:5, 12; 37:21; 54:14 leases [1] - 23:14 least [3] - 13:17; 24:18; 53:14 left [1] - 47:14 legal [1] - 10:25 less [2] - 29:17; 30:21 letter [2] - 52:17, 24 letting [1] - 41:10 leveling [1] - 32:19 levels [1] - 21:1				

<p>leverage ^[1] - 24:16 Licence ^[1] - 1:5 license ^[3] - 6:13; 9:14; 10:23 licensing ^[1] - 11:9 life ^[1] - 40:6 likely ^[1] - 22:5 limit ^[2] - 16:11; 28:14 list ^[11] - 27:13; 31:24; 33:6; 34:13; 35:5; 38:18; 40:13; 45:1, 14; 46:4 listed ^[1] - 40:15 living ^[2] - 45:20, 23 location ^[3] - 5:3; 19:24; 22:9 locations ^[1] - 20:3 logistically ^[1] - 19:12 long-range ^[1] - 21:18 look ^[22] - 15:17; 19:19; 21:24; 22:12; 25:6; 27:9, 20; 29:22; 32:22; 33:1; 38:25; 40:24; 43:7, 25; 45:19; 46:2; 47:14, 20; 48:14; 49:8; 54:11; 56:16 looked ^[12] - 13:11-16; 18:16, 25; 19:15, 25; 33:2; 47:16 looking ^[11] - 13:20; 16:16; 17:19; 19:21; 28:4; 34:22; 36:9; 38:12; 39:23; 40:11; 51:2 lose ^[2] - 24:8; 34:21 losing ^[1] - 32:8 loss ^[1] - 13:15 lost ^[1] - 22:22 lottery ^[1] - 50:6 loved ^[1] - 40:10</p>	<p>Mary's ^[1] - 22:3 master ^[2] - 16:3, 14 matter ^[2] - 6:8; 35:21 matters ^[1] - 6:1 McKoy ^[33] - 1:10; 3:1, 25; 4:23; 6:22; 7:9; 8:2, 6; 9:1, 5, 20; 10:9; 12:5, 9; 15:24; 18:3, 8, 12; 24:9, 23; 25:2, 17; 27:11; 36:22; 38:21; 43:3; 49:1; 50:13; 53:25; 54:20; 55:3; 56:7, 20 mean ^[3] - 33:15; 41:12; 43:12 means ^[2] - 19:5; 30:15 meant ^[1] - 26:15 measures ^[1] - 40:9 Medical ^[2] - 30:4, 9 medical ^[3] - 23:17; 31:2; 38:7 medicine ^[1] - 38:10 meeting ^[6] - 3:4; 5:4; 29:23; 48:16; 52:14; 56:17 MEETING ^[2] - 1:1, 5 Meeting ^[7] - 3:9; 5:21; 7:14, 17; 55:8; 57:16; 58:8 Meetings ^[2] - 5:2, 19 members ^[4] - 14:10, 13; 17:4; 50:19 Members ^[8] - 4:2; 6:20, 24; 9:7; 12:16; 16:1; 54:21 MEMBERS ^[1] - 1:9 Mendez ^[4] - 3:16; 8:19; 9:22; 11:23 MENDEZ ^[5] - 1:14; 3:17; 8:20; 9:19; 11:24 mentioned ^[1] - 54:15 messages ^[1] - 33:25 met ^[5] - 14:11, 15-16, 19; 54:22 Middle ^[1] - 21:5 middle ^[8] - 39:8-11; 45:2, 11; 46:6 might ^[3] - 25:12, 25; 37:3 million ^[3] - 23:14; 24:16; 25:7 Mimms ^[1] - 4:18 mind ^[3] - 35:2; 52:1; 53:23 mindful ^[1] - 55:13 mindset ^[6] - 44:12, 18, 24; 46:22; 48:3, 6 mine ^[1] - 40:18 minimal ^[1] - 29:5</p>	<p>mission ^[1] - 20:24 mixed ^[2] - 24:11; 33:25 mixed-use ^[1] - 24:11 mixture ^[1] - 45:21 mixtures ^[1] - 45:20 MOHAMMED ^[1] - 1:11 Montclair ^[1] - 30:8 month ^[2] - 12:25; 14:16 Morlino ^[3] - 14:7; 15:15; 29:2 MORLINO ^[6] - 2:12; 15:22; 18:6, 10, 14; 28:17 morning ^[1] - 52:1 MORRIS ^[11] - 1:15; 27:24; 28:22; 33:14; 35:9, 17; 36:3, 20; 49:6; 56:3, 10 Morris ^[9] - 3:18; 25:18; 27:22; 49:3; 51:16; 52:6; 55:14; 56:2, 13 most ^[1] - 37:7 Motion ^[1] - 56:24 Move ^[2] - 8:4; 54:25 move ^[13] - 9:8; 13:1; 14:18; 23:23; 32:10; 33:19; 36:7; 49:14; 53:19; 54:13, 24; 55:23 Moved ^[3] - 8:6; 9:20; 55:3 moved ^[5] - 9:17; 12:19; 21:7; 31:23 movement ^[1] - 39:15 movements ^[1] - 41:25 moving ^[4] - 18:19; 23:8; 30:19; 36:16 MR ^[5] - 15:22; 18:6, 10, 14; 28:17 MS ^[4] - 10:16; 11:19; 14:4; 21:24 Municipal ^[8] - 3:2, 8; 5:20, 23; 6:25; 7:15, 18; 58:8 MUNICIPAL ^[1] - 1:2 must ^[2] - 27:14; 51:13</p>	<p>need ^[15] - 13:18; 20:17; 22:20; 31:4; 33:10; 34:6; 37:1; 38:1; 43:10; 44:10; 46:2, 5; 48:1; 50:8 needed ^[2] - 19:21; 29:4 needs ^[9] - 15:20; 22:3; 29:15; 30:16; 46:4; 52:5; 54:9; 55:23; 56:15 NELLIE ^[1] - 1:22 never ^[5] - 47:12, 18-19; 52:2, 23 nevertheless ^[1] - 39:5 new ^[12] - 15:7; 17:23; 23:2; 29:13; 32:21; 33:12; 43:14, 19, 25; 46:22; 48:7 NEW ^[1] - 1:2 New ^[6] - 5:6, 25; 7:22; 30:4, 9; 58:5 Newark ^[2] - 53:13, 15 newcomers ^[1] - 26:24 News ^[1] - 5:5 newspapers ^[1] - 5:11 next ^[8] - 9:13; 18:21; 19:24; 22:5, 8; 24:5; 53:9; 56:4 night ^[1] - 54:23 nobody ^[1] - 47:17 none ^[1] - 31:25 None ^[1] - 52:9 normally ^[1] - 7:3 North ^[1] - 5:4 northern ^[2] - 32:5; 34:15 Notary ^[2] - 58:4, 16 notes ^[1] - 58:7 nothing ^[2] - 25:8; 41:1 Nothing ^[1] - 56:14 Notice ^[3] - 5:2, 18; 7:13 notice ^[1] - 5:17 notion ^[1] - 24:10 Number ^[2] - 26:13; 34:12 number ^[16] - 13:9; 17:17; 20:11, 22; 22:11; 23:8, 10; 33:5; 34:12; 35:11, 15; 36:4; 37:25; 38:17; 40:12</p>	<p>obtaining ^[1] - 20:22 occupied ^[1] - 33:7 OF ^[3] - 1:1, 9; 2:1 office ^[4] - 10:17; 11:7, 10; 13:1 offices ^[2] - 5:13, 15 official ^[1] - 28:17 officials ^[1] - 44:24 Officials ^[1] - 6:7 old ^[6] - 13:18; 16:8-10; 22:9; 33:7 oldest ^[1] - 26:16 Once ^[1] - 35:17 One ^[2] - 20:16; 36:25 one ^[28] - 7:6; 8:3; 10:12, 25; 14:18; 18:3; 20:3, 5, 7; 22:1, 6, 11, 16; 23:10, 23; 24:3; 26:16; 31:20; 33:18; 34:3-5; 35:15, 21; 36:5; 37:25; 39:1; 50:18 ones ^[1] - 40:10 ongoing ^[2] - 16:12; 41:7 Open ^[1] - 5:19 open ^[1] - 6:24 opening ^[1] - 7:8 operations ^[1] - 17:12 opportunity ^[11] - 23:20, 25; 24:8; 25:14; 38:2, 13; 50:23; 51:11, 23; 53:1; 54:10 opposed ^[2] - 25:1; 26:9 option ^[5] - 17:24; 18:2; 24:11; 37:25 options ^[4] - 17:17; 19:8, 18 Orange ^[1] - 44:7 ordeal ^[1] - 25:20 order ^[6] - 3:3; 9:8; 14:18; 21:12; 29:4 outdated ^[1] - 26:21 outline ^[1] - 17:22 outside ^[1] - 30:17 outstanding ^[1] - 23:19 overall ^[2] - 27:14; 34:23 overcrowded ^[2] - 15:2; 22:2 overcrowdedness ^[4] - 15:4; 22:4; 40:8, 25 overcrowding ^[4] - 21:13; 32:3; 33:23; 37:1 overdue ^[1] - 34:20 overturned ^[1] - 42:1 overview ^[4] - 16:3, 5; 18:7; 21:17</p>
M				
<p>Madam ^[16] - 3:5; 4:6, 23; 6:23; 8:9; 9:6, 11, 23; 10:7, 10; 11:20; 12:10, 16; 54:24; 55:6; 56:18 mailed ^[2] - 5:4, 14 maintain ^[1] - 31:3 maintenance ^[1] - 16:13 major ^[2] - 24:4; 39:1 majority ^[1] - 19:9 MANUEL ^[1] - 2:4 MARITZA ^[1] - 1:13 Market ^[4] - 5:24; 6:16; 7:22; 26:13 Martinez ^[2] - 4:12; 57:4 MARTINEZ ^[4] - 2:4; 4:13; 27:9; 57:5</p>				
N				
<p>name ^[3] - 40:18; 43:21; 46:11 Napier ^[3] - 40:14, 16 narrow ^[1] - 25:9 Naturally ^[1] - 24:21 necessarily ^[2] - 41:12; 51:16 necessary ^[1] - 14:25</p>				
O				
<p>o'clock ^[1] - 51:25 objection ^[2] - 24:14; 25:20 obligation ^[1] - 48:22 obtain ^[1] - 11:5</p>				

<p>own [4] - 7:7; 24:19; 26:8; 51:21</p> <p>owns [2] - 22:24; 23:1</p>	<p>29:17</p> <p>percent [5] - 17:24; 18:1; 33:7; 45:16, 18</p> <p>percentage [1] - 17:19</p> <p>percentage-wise [1] - 17:19</p> <p>perfect [1] - 24:15</p> <p>performance [2] - 26:3; 53:14</p> <p>perhaps [2] - 48:10</p> <p>period [3] - 24:19; 26:8; 27:2</p> <p>permanent [1] - 26:10</p> <p>PERON [1] - 2:10</p> <p>Peron [2] - 14:6; 54:3</p> <p>personally [2] - 32:25; 35:23</p> <p>persons [1] - 5:15</p> <p>pertains [1] - 41:7</p> <p>Peruvian [4] - 1:5; 6:14; 9:10, 15</p> <p>pew [4] - 31:10, 14, 16</p> <p>Philmore [1] - 52:10</p> <p>phone [1] - 53:8</p> <p>physicians [2] - 30:21, 23</p> <p>piece [1] - 45:11</p> <p>pimped [1] - 41:21</p> <p>place [1] - 40:9</p> <p>placed [1] - 25:9</p> <p>places [1] - 52:4</p> <p>placing [2] - 27:19; 31:9</p> <p>Plan [1] - 1:4</p> <p>plan [32] - 6:9; 7:25; 12:13; 13:7, 11; 14:23; 15:5, 10, 17; 16:4, 15; 17:6, 11; 18:25; 21:18, 21-22; 22:12, 18; 26:19; 33:19-21; 34:10; 35:5; 42:1; 48:12; 54:8, 18; 55:12</p> <p>planes [1] - 51:3</p> <p>planning [2] - 26:17; 34:24</p> <p>played [1] - 40:21</p> <p>pleasure [1] - 16:2</p> <p>plus [1] - 26:15</p> <p>pockets [1] - 51:21</p> <p>point [13] - 15:8, 14; 17:6, 10; 21:25; 22:22; 25:5; 29:25; 39:25; 49:5, 22</p> <p>pool [2] - 47:7, 9</p> <p>populated [1] - 22:14</p> <p>population [3] - 13:13; 15:20; 30:15</p> <p>portfolio [1] - 16:22</p> <p>Portion [10] - 6:2, 21, 24; 7:4, 6, 25; 8:3, 10, 12; 9:3</p>	<p>posed [1] - 26:3</p> <p>possible [1] - 32:11</p> <p>posted [1] - 5:13</p> <p>potential [2] - 13:14</p> <p>POU [3] - 1:22; 10:16; 11:19</p> <p>Pou [1] - 36:16</p> <p>PowerPoint [1] - 15:16</p> <p>practice [1] - 49:8</p> <p>practices [1] - 31:3</p> <p>pre [1] - 36:5</p> <p>pre-construction [1] - 36:5</p> <p>precluded [2] - 20:21; 23:21</p> <p>precludes [1] - 24:3</p> <p>preexisting [2] - 28:5; 36:6</p> <p>preferred [1] - 17:25</p> <p>prepare [1] - 49:19</p> <p>preparing [3] - 49:19, 21; 50:8</p> <p>presence [1] - 54:16</p> <p>present [3] - 4:21; 13:23; 52:16</p> <p>Present [10] - 3:11, 15, 17, 20, 22; 4:8, 13, 15, 17, 20</p> <p>presentation [6] - 17:15; 18:4; 31:12; 54:5, 18</p> <p>presentations [1] - 17:8</p> <p>presented [3] - 17:18; 19:17; 35:6</p> <p>President [32] - 1:10; 3:7, 24; 4:1, 6; 5:1; 6:19; 7:8; 8:11, 25; 9:12, 25; 12:4, 16; 15:24; 27:25; 36:21, 25; 38:24; 41:22; 42:9; 43:6; 48:8; 49:2; 50:12, 15, 18; 54:1; 55:7; 56:4, 19</p> <p>PRESIDENT [31] - 3:1, 25; 4:23; 6:22; 7:9; 8:2, 6; 9:1, 5, 20; 10:9; 12:5, 9; 18:3, 8, 12; 24:9, 23; 25:2, 17; 27:11; 36:22; 38:21; 43:3; 49:1; 50:13; 53:25; 54:20; 55:3; 56:7, 20</p> <p>press [1] - 53:16</p> <p>Press [1] - 5:9</p> <p>pressed [1] - 42:17</p> <p>pressing [1] - 33:10</p> <p>pressure [1] - 32:7</p> <p>pressures [1] - 41:16</p> <p>pretty [1] - 14:24</p> <p>price [1] - 21:1</p> <p>primary [2] - 30:21, 23</p> <p>Priorities [1] - 20:14</p>	<p>priorities [9] - 22:2, 6, 16; 31:21; 34:11; 35:10; 42:21; 48:20; 54:8</p> <p>priority [12] - 13:23; 22:11, 18; 31:23; 33:6; 34:6; 35:4, 15; 38:18; 39:6; 40:24; 48:19</p> <p>problem [1] - 37:17</p> <p>proceeding [1] - 57:19</p> <p>proceedings [1] - 58:6</p> <p>process [3] - 21:8; 49:11, 17</p> <p>professionals [1] - 42:3</p> <p>program [14] - 17:5; 19:6, 17; 20:16; 38:9; 50:22, 25; 51:8-10, 14, 18-19; 52:4</p> <p>project [10] - 22:23; 23:7; 29:5; 31:21; 32:2, 11, 22; 34:24; 35:10, 12</p> <p>projects [4] - 12:21, 23; 13:22; 41:13</p> <p>promised [1] - 49:4</p> <p>properties [1] - 37:13</p> <p>property [2] - 32:25; 33:2</p> <p>proposal [3] - 17:18; 18:17; 21:3</p> <p>proposed [1] - 20:9</p> <p>provide [2] - 23:19; 34:18</p> <p>provided [3] - 11:6; 31:1; 39:16</p> <p>providing [1] - 54:12</p> <p>proximity [1] - 38:7</p> <p>Public [17] - 5:18; 6:2, 21, 24; 7:4, 6, 24-25; 8:3, 10, 12; 9:3; 16:20; 18:24; 35:11; 58:4</p> <p>public [4] - 6:25; 17:9; 26:1; 54:6</p> <p>Pulse [4] - 5:6, 11</p> <p>purchase [22] - 20:18; 23:11, 22; 24:14, 18, 25; 25:24; 26:3, 6; 28:2, 4, 12; 35:12, 16; 36:5, 8, 12; 37:3, 18, 21; 54:14</p> <p>purchased [1] - 46:23</p> <p>purpose [1] - 5:25</p> <p>Pursuant [1] - 5:19</p> <p>pursue [1] - 33:13</p> <p>push [4] - 13:5; 29:2; 53:10, 21</p> <p>pushing [2] - 42:21; 48:18</p>	<p>put [9] - 13:22; 18:17; 29:21; 38:9; 43:12, 16; 44:10; 52:8</p> <p>putting [4] - 27:15; 29:9; 32:20; 44:9</p>
<p>P</p>				
<p>p.m [5] - 1:4; 3:9; 5:23; 7:20; 57:20</p> <p>packet [5] - 16:6; 18:5, 11; 20:4</p> <p>page [4] - 10:12, 18; 11:4; 27:10</p> <p>paid [1] - 5:15</p> <p>Parade [3] - 1:5; 6:14; 9:15</p> <p>parameters [3] - 19:3, 16; 20:2</p> <p>parcel [1] - 33:2</p> <p>parent [2] - 47:16; 49:24</p> <p>parental [1] - 12:24</p> <p>parents [3] - 12:24; 14:10; 40:3</p> <p>park [1] - 26:14</p> <p>Part [1] - 21:3</p> <p>part [8] - 17:9; 24:6; 31:17, 19; 32:5; 34:15; 36:4; 47:5</p> <p>partially [1] - 51:19</p> <p>particular [8] - 19:23; 23:13; 27:2, 12; 30:6; 36:15; 50:11; 56:5</p> <p>particularly [4] - 12:20; 30:3; 40:2; 54:14</p> <p>parts [1] - 39:19</p> <p>Passaic [1] - 5:6</p> <p>past [2] - 33:17; 49:8</p> <p>Pastor's [1] - 14:19</p> <p>PATERSON [2] - 1:1</p> <p>Paterson [30] - 5:7, 9, 20, 25; 6:16; 7:14, 16-17, 19, 22, 24; 16:20; 18:24; 19:25; 20:8; 21:8; 22:25; 23:4, 10; 30:8; 32:9, 12; 35:11; 37:6; 46:24; 48:4; 52:15, 25; 53:11; 55:20</p> <p>Patersonian [2] - 50:20; 51:6</p> <p>Patersonians [1] - 13:9</p> <p>patient [3] - 30:16, 19</p> <p>pay [3] - 28:6; 44:19; 51:14</p> <p>paying [2] - 24:17; 26:9</p> <p>peeves [1] - 39:2</p> <p>people [7] - 14:17; 43:10, 23; 44:12; 45:9, 20; 48:1</p> <p>per [3] - 28:15, 18;</p>				
<p>Q</p>				
<p>quality [2] - 40:6; 41:8</p> <p>questions [6] - 10:24; 21:20, 22; 28:1; 48:23</p> <p>quick [1] - 18:4</p> <p>Quisqueya [1] - 5:9</p> <p>quite [4] - 11:2; 33:4; 34:16; 47:13</p>				
<p>R</p>				
<p>radio [1] - 53:5</p> <p>range [6] - 16:3; 17:6; 18:25; 21:18; 28:21; 38:8</p> <p>ratables [2] - 22:22; 33:22</p> <p>rather [1] - 44:19</p> <p>raze [3] - 21:14, 16; 27:7</p> <p>razed [1] - 21:9</p> <p>read [2] - 4:24; 5:17</p> <p>real [1] - 25:10</p> <p>realistic [2] - 25:13; 27:7</p> <p>reality [1] - 50:8</p> <p>realize [1] - 43:11</p> <p>really [6] - 31:4; 36:18; 49:14, 16; 50:4, 8</p> <p>reap [1] - 51:24</p> <p>reasons [1] - 34:22</p> <p>rebuild [4] - 21:14, 16; 22:10; 27:8</p> <p>rebuilding [1] - 21:5</p> <p>rebuilt [1] - 21:10</p> <p>receive [2] - 10:15; 41:9</p> <p>received [4] - 11:7; 18:5, 7; 22:7</p> <p>recommendations [3] - 17:20; 20:12; 23:6</p> <p>reconvening [1] - 29:22</p> <p>Record [1] - 5:5</p> <p>redesigning [1] - 21:4</p> <p>reduction [1] - 18:23</p> <p>refer [2] - 26:18; 40:20</p> <p>regard [7] - 10:24; 12:13; 19:2; 21:20; 28:15; 30:2; 31:7</p> <p>regarding [2] - 6:8; 7:24</p> <p>regiment [1] - 28:6</p> <p>relieving [1] - 32:6</p>				

<p>remark [1] - 50:16 remember [3] - 43:9; 47:4 remind [1] - 47:1 reminds [1] - 27:18 renovation [1] - 33:8 rent [1] - 44:20 repair [1] - 22:20 repeat [1] - 11:12 report [1] - 45:16 Reporter [2] - 58:5, 16 represent [1] - 19:13 representation [1] - 19:17 representations [1] - 18:11 requested [1] - 13:6 require [5] - 16:12, 20; 21:11; 29:20; 30:20 requirement [1] - 38:18 requires [1] - 17:11 resident [1] - 30:10 Resolution [5] - 6:12, 16; 9:16, 23 resolution [6] - 9:9, 14; 10:19; 56:5 respond [1] - 11:2 respondents [1] - 17:24 responsible [1] - 30:18 rest [2] - 16:10; 42:8 result [2] - 12:23; 42:13 return [2] - 23:15; 25:8 revealed [1] - 16:19 Reverend [1] - 42:10 reviewed [1] - 11:17 rezone [1] - 27:5 rhetoric [1] - 31:9 rid [1] - 42:2 RIVERA [3] - 2:5; 4:17; 57:9 Rivera [2] - 4:16; 57:8 road [1] - 38:16 Roberto [2] - 43:17; 44:25 role [1] - 40:21 roll [3] - 3:6; 4:3; 56:22 Roll [8] - 3:8; 4:6; 8:9, 12; 9:23; 10:1; 55:6, 8 rough [1] - 40:3 RUBY [1] - 1:12 Rumbo [2] - 5:8 run [1] - 51:9</p>	<p>22:23; 23:1; 28:17, 19; 33:16, 25; 35:11, 23-24; 38:16 S.D.A.'s [1] - 12:25 safe [1] - 16:24 safety [1] - 40:9 sanctioned [1] - 34:16 sandwiches [1] - 57:12 Sayegh [5] - 3:19; 8:7, 21; 9:22; 11:25 SAYEGH [6] - 1:16; 3:20; 8:4, 22; 9:18; 12:1 scenario [1] - 24:15 scheduled [1] - 5:21 School [60] - 7:24; 19:6, 10, 15; 20:15; 21:3, 5, 12, 14, 16; 22:2, 13; 26:13, 15; 27:4, 18; 31:9, 11, 16-17; 32:3, 13-14, 18; 33:6; 34:11; 35:1, 8, 12; 37:19, 23; 39:1; 40:13-16; 43:9, 15, 17, 20, 23, 25; 44:5, 12; 45:15, 18; 46:2, 12, 15; 47:3, 12, 15, 21; 48:11, 14 school [40] - 16:22; 17:15; 18:16; 19:20; 22:8; 23:2; 24:2; 28:10; 29:14; 31:2; 32:4, 20; 33:3, 12; 38:6; 39:9-11; 43:2; 44:2; 45:2, 11; 46:6; 47:4, 16, 18-20; 49:9, 18, 23, 25; 50:2; 53:4 schools [27] - 13:16; 15:1, 6-7; 16:8-12; 20:7; 23:11; 24:11; 31:24; 34:7; 37:2; 40:12; 43:8; 45:2, 5; 48:1, 19; 49:12, 15; 50:11 Schools [3] - 16:20; 18:24; 20:1 scoop [1] - 34:3 scope [1] - 17:11 scoring [1] - 17:19 screen [1] - 18:13 season [1] - 40:2 Second [7] - 1:11; 8:5, 7; 9:19, 21; 55:2, 4 second [4] - 10:12, 18; 11:4; 45:4 secure [1] - 32:12 security [1] - 40:9 see [18] - 15:19; 17:9, 16; 21:25; 22:13; 26:16; 31:11; 33:24; 38:25; 44:13; 45:16, 19; 47:21; 48:3; 51:4; 52:3;</p>	<p>55:20; 57:13 Seeing [1] - 8:2 seek [1] - 20:25 seeking [2] - 52:17; 53:3 segments [1] - 26:17 Senate [1] - 36:17 Senator [1] - 36:16 send [2] - 50:23; 51:11 sense [4] - 25:9; 27:15; 53:18; 54:7 separate [1] - 20:10 sequence [2] - 13:22; 17:12 series [1] - 13:22 service [1] - 30:14 set [1] - 46:6 setting [1] - 50:3 settling [1] - 45:10 seven [6] - 9:2; 12:6; 31:22, 24; 39:12; 51:25 seventh [1] - 45:13 several [1] - 51:11 severe [3] - 30:22; 32:3; 52:18 SHAFER [3] - 2:9; 14:4; 21:24 Shafer [4] - 14:3; 15:23; 52:6; 54:2 shifted [1] - 22:25 shifting [1] - 30:13 short [4] - 21:17; 24:7; 38:8; 52:6 shortage [1] - 30:22 shortchanged [1] - 41:14 shovel [1] - 29:21 show [2] - 22:17; 26:4 side [3] - 36:17; 41:6 Side [3] - 43:15; 44:5 sides [1] - 41:12 sign [1] - 36:11 significantly [1] - 53:15 Simmons [2] - 4:14; 57:6 SIMMONS [3] - 2:6; 4:15; 57:7 simply [1] - 38:2 sister [1] - 45:4 sit [2] - 34:2; 55:22 site [5] - 21:10; 22:24; 23:24; 27:8; 36:9 sites [1] - 20:22 sits [1] - 21:6 sitting [2] - 44:12, 19 situation [6] - 23:6; 24:18; 28:16; 34:14; 38:4; 51:18 six [5] - 14:11; 20:6; 32:15; 39:13; 51:25</p>	<p>sixth [2] - 39:13; 45:13 Sixth [1] - 1:16 size [2] - 34:14, 18 sizes [1] - 13:13 skills [1] - 27:3 slight [1] - 19:22 slip [1] - 38:13 so.. [1] - 11:18 solid [1] - 54:6 solution [1] - 36:19 solutions [1] - 24:7 someone [1] - 31:15 sometimes [2] - 25:19; 43:24 somewhere [4] - 16:11; 29:7; 38:16 SONIA [1] - 1:19 soon [1] - 32:11 sort [1] - 30:1 sound [1] - 16:24 space [3] - 21:7; 23:25; 47:21 Speaking [1] - 24:10 Special [7] - 3:8; 5:21; 7:14, 17; 55:8; 57:15; 58:8 SPECIAL [1] - 1:5 specialists [1] - 30:22 specialized [1] - 49:25 specifications [3] - 28:11; 29:10, 15 spend [3] - 23:13; 24:22; 27:1 spending [1] - 25:7 spills [1] - 40:25 sports [2] - 23:3; 44:7 square [7] - 28:15, 18, 20, 24; 29:6, 8, 18 St [2] - 22:2; 23:17 stage [1] - 39:7 stakeholders [5] - 13:10; 14:21; 17:4, 20; 19:18 STAMPONE [1] - 1:21 stand [1] - 41:25 standards [1] - 16:23 stands [1] - 53:11 Start [1] - 49:20 start [1] - 50:8 started [2] - 45:9 starting [1] - 47:1 state [1] - 42:15 State [20] - 6:6; 13:3; 16:23; 19:10; 25:5, 15, 23; 28:14; 33:16; 34:1; 35:4, 6; 42:18, 22; 44:23; 48:17, 21; 52:20; 54:13; 58:5 statement [1] - 7:3 Statement [1] - 4:24</p>	<p>stating [1] - 52:18 Staton [6] - 3:21; 8:23; 12:2; 38:22; 42:11; 56:11 STATON [8] - 1:17; 3:22; 8:24; 12:3; 38:23; 39:14, 21; 56:12 status [1] - 51:13 stay [2] - 41:16; 46:4 Steering [5] - 14:9, 16; 15:13; 17:4; 34:9 step [2] - 41:23; 56:4 stepped [1] - 51:19 Sterling [1] - 14:17 STEVE [1] - 2:12 Steve [3] - 14:7; 15:15, 21 still [6] - 13:18; 29:19; 46:2, 20-21; 47:11 stipulations [1] - 43:11 stood [1] - 41:6 stop [1] - 48:24 strategy [1] - 27:14 Street [4] - 5:25; 6:16; 7:22; 26:14 street [1] - 44:9 strongest [1] - 17:22 strongly [1] - 20:17 structure [1] - 36:7 struggled [1] - 12:18 student [2] - 15:19; 30:5 students [28] - 15:3; 16:25; 18:23; 21:6; 22:24; 23:18, 20; 26:24; 27:5, 19; 30:6, 9; 31:2; 34:19; 38:6; 39:15; 40:10; 49:10, 18; 50:9, 20, 23; 51:6, 12, 20, 24; 52:11 stuff [1] - 55:14 Subject [1] - 1:4 submitted [1] - 11:9 submitting [3] - 10:22; 11:4, 14 substantial [2] - 33:2, 8 substituted [1] - 31:25 suit [1] - 28:8 summer [1] - 52:11 Superintendent [2] - 2:9, 11 Superintendent [6] - 6:6; 14:2, 6; 15:23; 54:2 supplies [1] - 53:5 support [6] - 17:21; 42:20; 53:19; 54:12; 56:5 supports [1] - 38:9 supposed [2] - 43:1;</p>
S				
S.D.A [11] - 12:20;				

<p>50:24 surrounding ^[1] - 47:9 surveys ^[1] - 14:12 SUSANA ^[1] - 2:10 Susana ^[1] - 14:6 sweet ^[1] - 25:20 swim ^[1] - 47:7 swimming ^[2] - 47:7 swing ^[1] - 21:7 system ^[2] - 40:22; 50:6 systems ^[1] - 31:1</p>	<p>42:20 together ^[12] - 13:4, 10, 21; 18:17; 27:15; 42:23; 46:7; 48:18; 52:9; 53:20; 55:22, 25 tomorrow ^[1] - 52:16 tonight ^[7] - 10:15, 21; 11:1; 54:4, 21, 23; 57:13 tools ^[1] - 42:4 top ^[8] - 31:10, 13, 21; 36:25; 44:25; 45:13; 46:4 totally ^[1] - 28:19 touched ^[1] - 14:21 towns ^[1] - 47:9 trailers ^[5] - 15:3, 5; 44:9 training ^[2] - 27:1; 30:10 transcript ^[1] - 58:10 transportation ^[1] - 39:16 tread ^[1] - 41:10 tremendous ^[3] - 25:14; 38:2; 51:23 trend ^[1] - 15:19 trends ^[1] - 13:13 triple ^[1] - 29:6 Truly ^[1] - 38:25 try ^[2] - 36:19; 41:6 trying ^[6] - 13:4, 25; 24:6; 27:2; 37:13; 53:24 turn ^[1] - 14:1 two ^[6] - 9:3; 12:7, 21, 23; 28:3; 34:21 type ^[2] - 20:20; 28:16 types ^[2] - 31:5; 51:3 typically ^[1] - 33:17</p>	<p>urgency ^[1] - 34:13 urgent ^[1] - 38:1 USlatinopulse.com ^[1] - 5:12 utilize ^[1] - 24:16 utilized ^[1] - 45:17</p>	<p>Y</p> <p>year ^[12] - 6:9; 7:25; 12:13; 13:8; 14:11, 22; 15:9; 23:14; 24:5; 53:6; 54:7, 18 Year ^[1] - 1:4 years ^[22] - 12:19, 22; 13:18; 16:8-10; 18:22; 19:24; 22:5; 26:7; 31:22, 24; 32:15; 33:7, 9; 43:7; 44:4, 20; 45:5; 47:2; 52:23 York ^[2] - 30:4, 9</p>
<p>T</p> <p>talks ^[2] - 15:18 TAVAREZ ^[1] - 1:18 Tavarez ^[1] - 3:23 taxpayers ^[2] - 18:16; 25:11 teach ^[1] - 42:4 teachers ^[2] - 42:2; 52:16 Teague ^[3] - 4:19; 7:11; 57:10 TEAGUE ^[4] - 2:7; 4:20; 7:13; 57:11 team ^[6] - 14:15; 29:1; 47:5, 7, 15 tear ^[1] - 22:10 term ^[9] - 21:1; 24:7; 25:6, 11; 27:6; 32:12; 34:10; 48:12; 52:6 terms ^[7] - 12:20; 13:6; 25:25; 32:6, 13; 34:9; 38:17 test ^[2] - 49:23; 50:10 thanked ^[1] - 52:5 thankful ^[1] - 53:2 THE ^[35] - 1:9; 3:7, 12, 14, 16, 18, 21, 23; 4:1; 5:1; 7:5; 8:11, 15, 17, 19, 21, 23, 25; 9:2, 12, 25; 10:4, 6; 11:22, 25; 12:2, 4, 6; 55:7, 16; 56:2, 11, 19, 21; 57:15 themselves ^[2] - 52:3 therefore ^[2] - 28:5; 33:18 Third ^[3] - 1:10; 5:24; 7:21 thorough ^[1] - 54:17 three ^[1] - 51:12 threshold ^[2] - 20:20; 21:2 throughout ^[1] - 20:23 throw ^[1] - 34:3 tied ^[1] - 18:4 timeframe ^[1] - 38:1 tirelessly ^[1] - 42:25 today ^[2] - 26:22;</p>	<p>U</p> <p>U.S ^[1] - 5:11 unclear ^[1] - 32:21 under ^[4] - 16:11; 19:10; 26:5; 48:22 underscore ^[1] - 38:3 underway ^[1] - 23:7 unique ^[1] - 53:1 Unit ^[2] - 19:14, 25 unit ^[4] - 19:16, 20; 21:24; 26:18 united ^[1] - 53:20 units ^[2] - 20:5 unless ^[1] - 35:25 unrealistic ^[1] - 28:19 up ^[15] - 16:22; 17:7; 18:15; 19:1, 12, 16; 20:6; 22:11; 27:13; 31:23; 34:4; 39:7; 50:4; 51:19, 25 Urban ^[1] - 20:1</p>	<p>V</p> <p>vacant ^[1] - 33:1 vacated ^[1] - 27:19 valuable ^[1] - 55:12 various ^[8] - 13:16; 17:3, 20; 18:25; 19:5, 18; 39:19; 42:19 via ^[1] - 49:10 Videotaped ^[1] - 58:7 viewing ^[1] - 54:6 virtually ^[1] - 38:8 vision ^[1] - 17:2 Voice ^[2] - 5:5 vote ^[8] - 9:2; 11:21; 12:6; 55:15; 56:1, 3, 10, 21</p>	<p>W</p> <p>wait ^[1] - 37:22 wants ^[3] - 37:9; 50:3; 53:23 Ward ^[8] - 1:10-12, 16-18; 40:13; 41:1 warehouses ^[1] - 37:5 Washington ^[1] - 51:5 wasted ^[1] - 47:22 watch ^[1] - 18:13 water ^[1] - 19:4 ways ^[1] - 28:3 WBLS ^[1] - 53:5 weather ^[1] - 40:3 WEDNESDAY ^[1] - 1:4 Wednesday ^[3] - 5:23; 7:20; 58:9 week ^[2] - 52:7; 53:9 weeks ^[1] - 51:12 whatsoever ^[1] - 35:25 William ^[1] - 30:7 WILLIAM ^[1] - 1:10 willing ^[1] - 29:19 Wimberly ^[1] - 36:14 wise ^[1] - 17:19 wish ^[1] - 6:25 word ^[1] - 41:22 words ^[2] - 28:8; 42:12 Workshop ^[1] - 14:19 world ^[1] - 51:1 worth ^[1] - 29:7</p>