

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

February 4, 2015 - 6:46 p.m.
Administrative Offices

Presiding: Comm. Jonathan Hodges, President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Sidney Sayovitz, Esq., General Counsel

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

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

Absent:

Comm. Kenneth Simmons, Vice President
Comm. Corey Teague

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

Comm. Hodges read the Open Public Meetings Act:

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

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

**Workshop Meeting
February 4, 2015 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

PRESENTATIONS AND COMMUNICATIONS

Discussion on Internal Audit Report Findings on Early Childhood Provider El Mundo de Colores for the 2012-2013 Fiscal Year

Ms. Nancy Aguado-Holtje: Good evening everyone. The Paterson Internal Audit conducted an audit of El Mundo de Colores, a provider participating in the New Jersey

Department of Education Preschool Education Program for compliance with the terms of the contract for the 2013-2014 fiscal year. El Mundo de Colores is a non-profit childcare center providing services to the children of Paterson. The center is located at 44 Ward Street in Paterson and was budgeted to serve a total of 105 children with an approved budget of \$1,540,245. As a result of the audit, three deficiencies were noted, which I will identify, and provide our corrective action and method of implementation. Finding number one, the provider underspent the approved budget by \$92,905.63. The district will recover said amount by reducing the monthly tuition payments to the provider and that will be completed by June 2015. Finding number two, the auditors noted minor coding errors. The district will ensure that expenses are properly coded and charged to the appropriate line item and budget through review and tracing large invoices to the general ledger. This will also be completed by June 2015. The third finding, the auditors noted several unallowable expenditures and the district will ensure that only allowable expenditures are charged to the budget and that will also be completed by June 2015. That completes my presentation.

Comm. Hodges: Are there any questions? Thank you very much.

International Baccalaureate Program

Dr. Evans: The next item is an overview of a program that we've been working to develop that extends offerings to youngsters who are academically gifted. It is an International Baccalaureate Program. We've been talking about this now for a couple of years, maybe three years, and behind the scenes staff has been collecting information and preparing to bring enough information together for us to make some decisions about how we wanted to proceed. As a result, Ms. Peron's staff will come forward and actually make the presentation to provide that overview.

Ms. Susana Peron: Good evening Commissioners. I just want to introduce Katherine Forfia. She is our IB Coordinator. She will lead the presentation. At your seats you have the PowerPoint presentation and the handouts in a folder, either blue or white.

Ms. Katherine Forfia: Good evening. Thank you for having me. The International Baccalaureate Program began in 1968, but its vision was founded after the end of World War II in Geneva, Switzerland by a group of teachers. They felt that there had to be a curriculum designed to end war and have young people make the world a better place. Currently the IB works with over 2,600 schools and over half of them are public schools throughout the globe. They offer programs to over 500,000 aged 3-19. These programs are for very gifted young people, but they are also for all students. It is a high-quality international education for a better world. We aim to make inquiring, knowledgeable young people that have an intercultural understanding and international mindedness. Why IB? The IB program in Paterson students will benefit from the rigor, the international perspective, and the service-oriented curriculum. IB also opens doors to Ivy League universities. Students who are involved in an IB program and graduate with the IB diploma have a 22% increased chance of entering an Ivy League university. Also, they are more likely to finish college, more likely to stay in college, and go on to graduate school. IB also prepares students for the 21st Century classroom and workplace. The IB was studied by the University of Chicago and ultimately the University of Chicago came up with these findings. They are more likely to go to college, go to a selective college, and persist in college for two years. Also, students had increased confidence and self-esteem. Harding High School in St. Cloud, Minnesota began their IB program in 1992. They have over 1,000 IB students currently in their program. It's a very large and very established program. 90% of their students get free or reduced school lunch and over 70% do not speak English as their first

language at home. I selected this to show you because it's a very similar high school and demographic to what we have here in Paterson. This is a very established and successful program. Cass Technical High School in Detroit is a Magnet School and recently in August 2014 was awarded the International Baccalaureate Program. They also have a very similar demographic and their mission is very similar to International High School. As part of the authorization process we have to set up site visits. We're going to have a Skype visit with Cass Technical High School with their IB coordinator and their principal to see how they do things and how they are implementing their program. The birth of an IB World School – there are three phases. There's the consideration phase, which is the phase that we're in right now. There is the candidacy phase, which would be next school year. And then the following school year would be the authorization phase. This is the quickest that you can be authorized as a World School. It is a very lengthy process, but this process ensures that you have a very strong program. During the consideration phase you fill out an interested schools form and you conduct a feasibility study. In doing this feasibility study you look at the strengths and deficits of a school and decide whether or not this program is right for you. You hire an IB coordinator. The administrative team and staff also attend IB-sponsored professional development. So far we have attended an orientation seminar which gives us a wide overview of the different IB programs. In March the school leadership and I will attend a Category I conference which gives you very detailed information on how to become authorized and a candidate school. It also requires a \$4,000 fee on April 1. In this fee this pays for access to materials. During the candidacy phase, which would be in the 2015-2016 school year, this would be following our acceptance as a candidate school. We can begin to advertise that we are in fact affiliated with the IB, we are an IB candidate district and we are an IB candidate school. Before this point you cannot publicly say that you are an IB school. That could jeopardize authorization. At this stage the school has access to the curriculum database and teachers then attend the category I IB training. During this phase, the school also prepares themselves to become authorized and an IB World School. They have a two-day consultation visit and a 20-hour remote consultation seminar. Also, on September 1 there's a \$9,500 fee that covers all of the costs of the candidacy visit and we do not pay anything extra beyond this money. The authorization phase is the third school year, 2016-2017. We consult those involved in the implementation of the program. We evaluate the school's preparedness and the IBO also evaluates the school's preparedness. They complete a report that is issued to us telling the school whether or not they are authorized as an IB World School or their candidacy is extended. The IB works with you over the course of the three years to make this authorization happen and as long as it is followed and the school prepares itself properly there should be no problem in Paterson getting the IB program. The curriculum model – there are six subjects that the IB students take, Language A, which is literature and language arts. Language means language acquisition and this is where Mandarin comes in. During our feasibility study we looked at our world language department and we have one critical language, Arabic. The other critical language that many districts have and that is central to the IB is Mandarin. So we took the opportunity to work with a professor-in-residence and complete a Mandarin curriculum in preparation for the IB. Group 3 is Individuals & Societies, the social studies group, where students take a wide variety of world history and 20th Century studies. Then we have the Experimental Sciences where students can take chemistry, physics, and environmental science. Group 5 is Mathematics, which has classes from math studies all the way up to differential equations, and The Arts, which could be film, visual arts, or music. Students must take one course from groups 1-5 and they have to take a sixth class. They can either take an arts class or take one course from any of the other subject areas. If a student is strong in math and they don't want to take an art course they can take another math course, another science course, or another world language

if they'd like. The courses are set up so that they have to take three high-level courses and three standard-level courses. The standard-level courses are approximately 150 hours and the higher-level courses are 240 hours. So the higher-level courses are significantly more challenging. Some of them only have a 3% pass rate globally.

*Comm. Rivera enters the meeting at 6:54 p.m.

Ms. Forfia: That's why we have to be very careful in the classes that we choose. The core is also central to the IB, the Theory of Knowledge, the Extended Essay, and Creativity, Action and Service, or CAS. The Extended Essay is 4,000 words and it can be on any topic that the student is interested in. In our curriculum plan we would like students to begin planning for this essay in the ninth grade and begin to decide on a topic, work with teachers, and when they finally complete this they will work for 40 hours one-on-one with an IB teacher. The Theory of Knowledge is an interdisciplinary course where they focus on learning perception. This is really where they use their effective domain. They are examining what they believe, what they think, how human beings learn, and this is really a philosophy course. Creativity, Action and Service encourages students to be involved with the arts, sports, and community. They come up with a project, whether it's a group or individual project, where the students strive to better the community that they live in. They could work with one of the community gardens in Paterson to make sure that more people are getting fresh fruit and vegetables. They could clean up the Falls. They would come up with an action plan themselves and this is student-driven. It's not teacher-driven. The teacher guides them, but the students really work with something that they are passionate about and change that they would like to enact. This is the IB Learner Profile and this was taken from the IB mission statement and it was translated into a set of goals. The IB strives to have students be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, and caring, to take risks, to be balanced, and reflective. They are teaching students to be academically independent and to do things to make our world a better place on their own. The benefits of IB – IB has been proven to prepare students for university courses and work in very selective universities. They develop strong time management because study skills are required. Peer reviewed studies have shown that SAT scores are significantly increased by participation in an IB program. IB scores at the University of Rochester, NYU, Yale, and Harvard are accepted in lieu of SAT scores currently. So you do not have to submit SAT scores if you have an IB score. We propose an accelerated cohort or a pre-IB program at International to prepare our students for the rigor of these courses in the eleventh and twelfth grade. This accelerated cohort is to take the students who are passionate about learning, students who want to be in this program, gifted students, and develop their study skills and their knowledge base so they will succeed in this IB program. Every IB program has some sort of a pre-IB or accelerated cohort. I believe that it would be impossible to have success in any IB program without properly preparing students for it because it is an extremely rigorous program. If they were part of this accelerated cohort they would do very well in IB courses, AP courses, or dual enrollment courses. In developing the Mandarin language curriculum, if you open up your folder you can see that there's a brochure for the Mandarin curriculum. I'm not a World Language teacher, but in working with the professor-in-residence and consulting with World Language teachers it's important to teach in the target language. Students get linguistic and cultural proficiency. That's how we designed this curriculum. We designed the curriculum to be taught by a certified teacher of Chinese and it would equip students with the necessary skills to function in a 21st Century society where China is the most populous nation and has the second largest economy in the world. Throughout the United Kingdom all students in grammar school, middle school, and high school take Mandarin Chinese because of its importance in the business world. This is the century of Asia. This is a long-neglected

topic whether it is in history or World Language and I think that it's important not only to the IB program but to our current curriculum to bring this language. I think that because of the fact that they have characters in Mandarin Chinese it may be perceived that this would be too difficult for our students to learn. But Mandarin is actually not that grammatically different than any western language. The difference is the writing. When you learn Chinese you also learn Pinyin, which is the Romanization of Chinese. You can see this in the flyer that it has the numbers 1-10, the Romanization and then the English. That's how we have it in the curriculum and that's how students would learn it. They will learn the tones, the pronunciation, and truly be able to understand the language. Also, that is all that many of the top universities offer. For example, at Rensselaer Polytechnic University they only offer Mandarin Chinese as language. The IB grading scale – you receive scores 1-7. The vast majority of students do not get a 7 or a 6. We're talking about the top 1% in the world. It's like getting a 9 on an AP history essay. It's very rare. But we can expect to see a lot of students falling in the 5 range. That is realistic. There will be students who get a 6 or 7, but we wouldn't start a program and expect that everyone would be getting 100's. It's one of those things that is very rare. However, I believe that our students would do very well and pass. Going into a college interview with a 5 would get you into pretty much any university because of how rigorous the IB program is. This is something that's commonly discussed, IB versus AP. The difference is that AP is not a program that covers six different subjects at once. You take one class at a time and IB courses, instead of being over the course of one year, are a two-year course. The International Baccalaureate is inquiry-based learning and the vast majority of AP classes are rote memorization. That's not to say that AP doesn't have its benefits. AP courses certainly raise SAT scores and are very rigorous. For the most part, schools that have IB world programs also have a large number of AP courses. With an increase in IB courses there's usually an increase in AP courses. With the advanced cohort we could expand our AP offerings and students would continue to do very well. The IB diploma is also accepted at universities around the world. So if a student would like to attend college in Hong Kong, Japan, Ireland, or England they can with the IB diploma. They would also earn a New Jersey high school diploma in addition because all of the courses also count for the state requirements. So if you take an IB economics course it counts as the New Jersey state economics course. The students wouldn't be missing any of those core requirements. The IB also does offer college credit. The AP offers more college credit because it is recognized throughout the United States. However, with every year more and more universities are accepting IB credits. As I told you earlier, they accept these scores in lieu of SAT scores. Thank you very much.

Comm. Hodges: Thank you.

Comm. Irving: This is great information and it's a great tutorial for the Board. What's the next step? We talked about identifying International High School. I would want to know sequentially where we move from here. What timeline do we think we have? What level of professional development do we need? Furthermore, from a leadership standpoint, is there current leadership at International High School going through this training now? If they're going to inherit this program we need to make sure that the leadership structure there understands this rollout and what this needs to be.

Ms. Forfia: In the right-hand side of your folder there is an action plan that is a timeline. We are in the first academic year. This is the consideration phase where we've done the preliminary analysis, gone through the preliminary professional development, and we're filling out the candidacy form. We don't have to pay until April.

Comm. Irving: How much is it again?

Ms. Forfia: \$4,000. This is sort of a living document. As we go further into this we continue to revise it and that's something that the IB requires that we do. We submit this as a document to them and then every year we change it in accordance to what we're doing. Requirements change. Fees change. Dr. Castro has been trained. She received the required Category I training in July. Mr. Field and I and one teacher as the IB requires will receive the Category I training in March.

Comm. Irving: So given the timeline this program will be rolled out in the 2017-18 school year.

Ms. Forfia: Yes, but our first cohort of students is currently in the eighth grade and would be entering this accelerated cohort in the fall.

Comm. Irving: How would that then affect the admission requirements we have now at International?

Ms. Forfia: It would be similar to the Gifted Program where students would be evaluated using multiple media.

Comm. Irving: Then we would have the International High School students, Garrett Morgan students, and the IB students in the school as well. That's really not a question for you, per se. I'm just trying to understand what's going to be happening in the school.

Comm. Hodges: Thank you for the presentation again.

Ms. Forfia: Thank you for listening again.

Comm. Hodges: Would it be available for Garrett Morgan students? Would they have access?

Ms. Forfia: This program would be available for any student within the City of Paterson that wanted to join the program. We would like to admit 25 students to start. Like I said last night and I'll say it again, I think that the most important thing is that the student is extremely interested in the program, is passionate about it, and wants to join. They can come from anywhere.

Comm. Hodges: It raises some questions as to whether or not you want to keep Garrett Morgan in the same building.

Comm. Irving: That was my point.

Dr. Evans: I can respond to that. The long-term plan is to grow Garrett Morgan but grow it beyond International. That is the long-term plan. In fact, when we relocated it we made that clear to the parents and to everyone at International and Garrett Morgan. As it grows then we will seek other accommodations for Garrett Morgan because we do want to grow it.

Comm. Hodges: Are there any additional questions? There's one challenge that we're all struggling with, the study skills. I'm sure that tips this whole thing in the balances. We've already had a statement that we don't have time to inject that into our curriculum. It would be difficult. I'm being facetious here, but I'm hoping that we can take the methods that you're going to be developing around that so we can export it throughout

the district because obviously this is a critical feature of a student's education, being able to study and maximize their potential in the classroom.

Ms. Forfia: I think we can learn a lot from the International Baccalaureate and use this training and these tools that we learn as educators in an International Baccalaureate setting and implement it around the district.

Comm. Martinez: Thank you again for the presentation. I think it's worth noting something that we discussed yesterday in committee. This type of program in our district would really give us a great amount of leverage in retaining a lot of our students who have been tempted to leave the district for certain schools in the county that will remain nameless. I think that if we offer a program like this it would really give us a great amount of leverage to entice those students to stay in the district and not lose some of our better students to a county school.

Comm. Hodges: It's also an opportunity to upgrade our overall curriculum and our approaches to learning. You're going to learn a lot of different things as you build this program which you can then export throughout the district and the curriculum. You are going to ask students to work in an entirely different level and you may find that they are more than a little capable of it. More than we anticipate will be capable of performing at these levels. Some of this will have to be exported out and I'm hoping that we see that as soon as possible. I don't think a lot of people believe the capabilities of our students.

Ms. Forfia: Like I said last night, in the Chicago Public Schools many of the top students leave and go to Magnet Schools outside of the city. The students that they are admitting to the IB diploma programs are not the students with the highest test scores and they are achieving amazing things.

Comm. Hodges: Any further questions? Thank you.

Ms. Forfia: Thank you.

Elementary School Choice

Dr. Evans: The next presentation is an update on our efforts to expand Elementary Choice. Presentations are going to be made by Dr. Newell, Mr. Johnson, Ms. Peron, and Mr. Suarez. We've had two different meetings where we discussed the plans that we had developed to implement an expanded Elementary Choice program. The group that's working with us has had a couple of meetings and has developed specific plans around the three areas that I mentioned to you when we talked previously. Mr. Johnson has developed a plan for a single-gender academy for Black and Latino males. Mr. Suarez has developed a draft for a program for dual language. Ms. Quince has been working on and has developed a prototype of the fine and performing arts. Tonight you're going to hear from two of the three, Mr. Johnson, Ms. Peron, and Mr. Suarez, in addition to Dr. Newell. Ms. Quince and I have not had an opportunity to meet yet and that's why she's not on the agenda. I personally want to review with each individual the plans and then take them to the committee before we come to the Board with it. That's a function of my calendar as opposed to Ms. Quince's desire. We will be getting together soon and very soon we'll be coming to you with her prototype as well.

Dr. Laurie Newell: Good afternoon Board members. What we have here is an update as to where we are in terms of the Controlled Choice. We're going to be going through two of the three that we've spoken about earlier. This is the profile of the district, which you know well. As a part of the strategic plan that we've worked on for the past year

which we have now put in place we changed the strategic plan from Bright Futures to Brighter Futures with the vision being to be the leader and not just a leader in educating New Jersey's urban youth. Part of the work that we're doing is coming up with different strategies to make sure that we're properly preparing all of our students to be successful for college and career. There are four priorities and 17 goals attached to those four priorities – effective academic programs, creating and maintaining healthy school choices, family and community engagement, and efficient and responsive operations. Within the family and community engagement and also creating and maintaining healthy school choices one of the things that came up repeatedly when we were doing this work was that parents and different stakeholders were asking for different choices to really get their students engaged in school. The research is very clear that when students go to schools of their choosing they actually do better than being in an environment where they're not necessarily as excited to go. Part of the transformation initiatives that we have been working on for this year is we're focused on quite a few things. However, the one I wanted to point to you is the priority that I showed you in the other slide. If you look further down it says Elementary School Choice. This is something that has been asked for and we have integrated it as a part of one of our transformation initiatives. What does that look like? We have three different prongs of how we're going to approach this. We have the zoned neighborhood school and that is the regular neighborhood school. We also have the Magnet School where a student can apply to attend a Magnet School. We also have Controlled Choice Schools. These are applying to attend a district school that is not necessarily in your zoned neighborhood. For this year the planning has been for Paterson to have three different new programs that we're going to be putting in place. The inception would be in the 2015 school year. That is this upcoming school year. The three different themes are dual language; single gender and we're focusing on boys - we will be focusing on girls and that's something that Mr. Johnson will be speaking further about – and the fine and performing arts. At this point, Mr. Suarez is going to take us through the dual language and then he's going to be followed up by Mr. Johnson who will take us through the single gender academy.

Mr. Rogelio Suarez: Good evening. As Dr. Newell stated, one of the tracks that the parents and community asked for when Dr. Evans decided to go ahead with School Choice is dual language. I'm just going to give you very briefly a history of what dual language is. Actually, it's not posted on that PowerPoint but dual language is nothing new. Actually, it has been happening in Canada since the earlier 1960's and in Europe since the early 1970's. In Canada the rationale was that they wanted the language majority students, in other words English speakers, to learn French in the Quebec region. What they noticed was that not only were they learning a second language, but the achievement in district and state tests was really increasing for those students who were immersed in dual language. I don't have to tell you that young English language learners are the fastest growing segment of the student population in the United States. Our district's vision is to be the statewide leader in urban education. Not just a leader, like Dr. Newell said, but the leader. We need to be proactive and visionary as to what programs we put in place to offer our students the best possible outcomes. The research is overwhelmingly strong that supports dual language education programs as the best programs for not only language minority students but also language majority students. I just gave you the example of Quebec, Canada. It is the perfect time to move to dual language education, the best educational model to prepare our students to be successful in the institution of higher education of their choosing and their chosen profession. As the previous presenter indicated, we are becoming more and more a global society. There are languages like Chinese, Spanish, and French that are coming to be more prominent. That's basically a brief history of why dual language is the way to go. For the eligibility process we're going to start small and make sure everything is in place. We're going to offer it to pre-k four-year-olds and kindergarten students for the

upcoming academic year. We'll begin with Spanish but we'll add other languages and grade levels as the program expands. One of those languages will be Mandarin so the students can reach the IB already fluent in English and Mandarin. It is offered to any child, regardless of background, whose parents wish for them to be bilingual, bicultural, and most importantly bi-literate. There are four prongs for the benefits. Enrichment - I don't mean to brag, but normally bilingual brains are more elastic. They have more creativity. They're more inclined for academic language, especially if you have a romance language like Spanish, French, and Italian. From an educational perspective it is a very strong enrichment program for the kids. Cognitive and linguistic – balanced bilingualism allows for creativity and problem solving. Sociocultural – greater cross-cultural understanding and tolerance. That's something that we definitely need nowadays. Economic – college and career ready for a bilingual and multilingual society and marketability. I'm just going to take a minute here to illustrate one thing. Since I became a bilingual teacher I always say if I'm defending bilingual education for the language minority students because it's really good, why are we holding it back from this rest of the population? I'll give you a very clear example from my own household. My oldest daughter just got a really nice paying job with Lowe's. If you want a discount please don't see me because she doesn't even give it to me. She got an HR directorship job at Lowe's. She had the college degree from Seton Hall and all that. But the key factor was that she was fluent in Spanish and English. The store that they were looking for this position was in North Bergen. I think if we want that as an educator for a Latino or a Bengali kid and I really call myself an educator, we need to wish the same for the rest of the population for whoever wants to. It's a free country. You don't have to. But if you want your child to be bilingual we as a district should really have the program in place so you can have such. I just illustrated what the economic advantage is, not only in college and career, but also marketability. We're still working on the estimated budget because the two pre-k classes may be picked up by early childhood because they're going to be created anyway. This is roughly what we're starting with, four teachers at \$75,000. That would be about \$300,000. Four instructional aides are needed for pre-k and kindergarten. That would be about \$120,000. Then we're looking at \$30,000 per classroom, even though today when I did my budget exercise that was corrected to a little less, maybe about \$25,000. So roughly to get the program going we're looking at \$540,000. We haven't factored in transportation because it depends on the enrollment. We're going to offer it districtwide. If the program is happening in St. Mary's but your child lives near School 1 we'll provide transportation for the child to attend the program. Before I give it to Mr. Johnson, I gave you the draft of the program design. Please forgive me. There are a couple of typos at the beginning. I failed to proofread it correctly. What I really want you to take from this is the approach that we're going to use is called two-way immersion. We're going to use a 50/50 model. Briefly, let's say for argument's sake you have 10 Spanish only speakers and 10 English only speakers. If you put them together in one classroom one teacher will teach all subjects for that week in Spanish and then that cohort will switch with the other cohort of the teacher who's teaching that first week in English. That's how instruction will take place. It's called dual immersion because the Spanish speakers when they go into the English classroom are immersed in a monolingual English only classroom. Vice versa, when the English speakers go and get instruction in Spanish they're going to be immersed in Spanish. Every study out there tells you that the right age to start learning a second language is about four or five years old. Not only will you get the bi-literacy elements of it, but also the pronunciation. You'll be speaking both languages like native speakers. That's basically the model that we're going to use. In terms of materials, you don't need to buy everything twice. You just need to have the materials available in English and Spanish, one classroom for the Spanish and the other for English. That's basically it. That's really in a nutshell what we're trying to accomplish. Are there any questions?

Mr. Aubrey Johnson: Good evening. Before I present the conceptual model for the single gender school, I just want to give you a little bit of backdrop on why this is really important for the City of Paterson. We do have a national problem and you need to know nationally that Black and Latino males are underrepresented in progress indicators that are associated with the enrollment of Gifted, Honor, and AP courses. It's factual. Therefore, it's safe to say that they are not college and career ready and they are also underrepresented in college degree attainment. Typically, Black and Latino males are associated with poor academic performance, high dropout rates, poor attendance rates, and high suspension rates. I did provide a packet with you that has a lot of data and research behind it, but there some things that I want to share with you which I just printed out. I just want to go over three data facts. I'm not going to go through all these bullets, but I just want to point out some important data that has just come from the Civil Rights Data Collection. We're talking suspensions in preschool. These are four and five-year-olds. The data states that Black children represent 18% of the preschool enrollment but 48% of preschool children are receiving more than one out-of-school suspension. In comparison to White students, which represents 43% of the preschool enrollment, but 26% receive more than one out-of-school suspension. It tells us that even before they start school they're at a disadvantage. That's why this program is important. The other bullet also states that Black students are suspended and expelled at a rate three times greater than White students. On average 5% of White students are suspended compared to 16% of Black students. Also, White boys receive more than two out of three suspensions and Black girls are suspended at a higher rate of 12% than girls in any other race. When you break that out, you would see Black boys are suspended at a rate of 20% compared to their counterparts, which runs anywhere from 2% to 9%, and you have this data in front of you so you can read it. Also in the packet there are more data sets for you. It's very important that we design a program that we believe will prepare our young men to be successful in the future and to be true leaders. Based on the data we are looking for young men in Paterson and parents who are willing to commit to the entire program and their core values. I will discuss the six core values in a minute. We want to begin at the young age. We want to capture them at a young age between grades 3-5 and grow a grade or two all the way up to grade 12. Two grade levels and we'll grow each year. No more than 15 students in a class. We will stretch to 20 if there's a great demand, but more with a co-teaching model. These are some of the guiding core values that we would like to focus on – scholarship, leadership, ownership, stewardship, mentorship, and partnership. In terms of scholarship, we do know just based on the data that our young men in terms of academics are behind. So we're suggesting extended day, extended week, and extended year. Extended day may go to 4:00 and that could be strategic in the sense that from 3:00-4:00 we are doing some other things such as study skills. Extended week means that classes will be open on Saturdays from 8:00-12:00 and this is a great opportunity for our students to do project-based activities, community partnerships, and a lot of mentoring. That structure would look totally different. We want our young men to be in school on the weekends because we know that they do get in trouble after school hours and on the weekends. And, of course, extended year, which provides us an opportunity to do a lot of servant leadership within the community, a lot of exciting targeted field trips to colleges, and out-of-the-box activities, which we will develop as we move forward. The goal is to prepare our young men to complete a college and career. Notice we did not say college and career ready. We're always talking about college and career readiness. That means graduating in the 12th grade and being ready for 9th grade. We want to make sure they complete the whole cycle of college by using the qualities of critical thinking, problem solving, collaboration, and innovation. As you know, those are 21st Century skills. That's about scholarship. In terms of leadership, we spoke briefly about servant leadership for the community. We do know that the

qualities of true leadership are being able to be flexible, initiative, integrity, productivity, accountability, and collaboration. It's another pillar that we want to incorporate into our program. Of course, ownership - our young men need to take ownership of their actions in a non-violent way as well as being owners of their learning. When we walk through schools sometimes and we sit and talk to our young men and ladies sometimes we do ask the question how they did on their Renaissance STAR assessment or their NJASK. About 50% or 60% of the time it's a shrug of the shoulder, which means they really do not know where they are in their learning continuum. That's okay because we know what we need to fix. We know that conversation needs to happen from the top all the way down. If that feedback is not given to our students then there's really no purpose for them to take these assessments. Regardless of where they are, once they understand where they are then they can set personal goals for achievement. But in this program ownership is vital. Stewardship - it's about the money. Our students really need to be financially literate, understand what it is to manage their finances, invest their finances, how to make sure they understand how money compounds over time, and we need to start teaching this at a young age. These are four of the values. The other value is partnership and we definitely want to create partnerships with community-based organizations, business institutions, and most importantly there needs to be a partnership with the parents. The way we envision this program is our parents need to be committed fully to the program. When we say fully there are no excuses. If the program is extended day, extended week or extended year the expectation is that your child will be in school on Saturdays and during the summer. Commitment to the program and that type of partnership must be real. Again, mentorships - we're talking advisory systems within peer mediation and other supports from within the community to really deal with the social/emotional needs of our students. As you can see, the budget is broken out. We're looking at about close to \$805,000, but salaries are included in that. Without the salaries you're looking at a program of approximately \$390,000. If you take a look at the back page of the program design it's really broken out and itemized. This also includes stipends for teachers for extended day, extended year, and extended week. That's the brief presentation.

Dr. Newell: Thank you, Mr. Johnson. The common theme that runs throughout these three threads including the Fine & Performing Arts is parental commitment, as you've heard from the two speakers. We know that parents are the primary educators of our children and parental involvement is very influential and it can really be the thing that tips it one way or the other. A part of what we are working towards is for parental involvement to be a key component of each of these different programs. As alluded to before from both speakers, it is not a one-year solution. This is going to be something that is long-term and is building year over year. One of the things that is also very important is to make sure that we have the appropriate personnel to be leading either of these programs as well as the Fine & Performing Arts, which is also extremely specialized. So the postings for staff members will be going out in the March/April timeframe. Those discussions have started as to what the requirements are and what it is that we would want for individuals to be filling these roles. Guidance counselors will also be trained on Choice offerings to make sure that as students put in their information we are targeting and we're getting appropriate individuals. The targeted staff training for each Magnet is to be taking place in the spring and summer. That's still being worked through, but that is the plan that is in place that we're really starting to ramp up for this spring and summer so we can actually start in September. This has been an area where we are also in discussion regarding where we're going to be housing these three different Choice programs. We do have a meeting next week where we will be trying to put the different options on the table and make a determination as to where the different programs will be housed for 2015. As you heard from both speakers, and this is also the case for the Fine & Performing Arts, it is a plan

to grow in grade level year over year, but we also anticipate that as two new schools come on board we'll have more options in terms of where to put the program. We'll have more space given the fact that we're having two new schools being built. So how are we going to get the message across? We have a community forum that's going to be held on February 24. We're working with Terry and her team and Dr. Evans to determine exactly where the location is going to be. We also know that it's not just a community forum so we will be doing it on the website, TV, Facebook and the app. There are also going to be Parent Link messages that will be sent out to notify the community of what we're doing in terms of the Choice Program. We have Choice brochures and the applications will be printed and translated into three languages. I think you have the Choice application. Mr. Suarez is going to hand it out so you can take a look at it. It is a draft so you may have some questions. Open House will be taking place in early March. What you're getting is an application and the Choice applications will be made immediately following the February 24 community forum. What we are anticipating is that all the applications must be completed by March 13 and then a lottery will be conducted. What normally happen is that the parents are notified of where their students are placed by early April. That concludes the presentation. Do you have any questions of any of the programs?

Comm. Irving: This application is just for the Single Gender School.

Dr. Newell: It's an example.

Comm. Irving: Districtwide parents will apply, or have their kids apply, for the program and they'll be coming in at the fourth and fifth grade levels?

Dr. Newell: There are different grades. I'm not sure about Fine & Performing Arts.

Comm. Irving: What about the boys' school, 3-5?

Mr. Johnson: Initially we decided grades 4-5, but just recently we had some other conversations and we may just take a look at grades 3-5. There's a possibility that we may have a lot of applicants for grade 5 and none for grade 4, or for grade 4 and none for grade 5. But then if we open up the grade span to 3-5, we may have a lot more applicants to fill grades 3 and 4. We just know from the data anywhere from grades 3 and up is good to catch them young. Depending on the number of applicants we may just say grades 3 and 4 this year and then move to 5, or grades 4 and 5 this year. We want to see what the pool looks like and then adjust our program to that.

Comm. Irving: The other question I have is really for the BA. How are these programs going to be captured in the budget for this year?

Ms. Daisy Ayala: Good afternoon. Basically what we did is we sent out the operational budget from the past five years. That dollar amount is for that purpose. Then this is going to be one of the programs that are going to come up to the cabinet for them to choose this program and whatever wish list other people have. It will be something decided by Dr. Evans and the committee.

Comm. Irving: Presently the money isn't necessarily there for it. We have to find the money for the program by taking it away from somewhere else.

Ms. Ayala: We're looking at what they spent in the last five years. This is what it has cost to operate your department. In most cases, as you already know, a lot of that money that they budget is not utilized. Therefore, we decided instead of giving them a

zero based budget we said this is your trend and this is what you're budget. Once that comes in there's a little bit of money there for us to do other programs. That's the dollar amount that we don't know yet, but that's the dollar amount that we'll probably allocate to these programs.

Dr. Evans: I will add to Ms. Ayala's comments keep in mind that each kid generates a dollar amount in terms of FTE's. One FTE is equal to a certain dollar amount. So if kids move as a group to a school that dollar amount follows the kids and funds the programs that they're in. Whether it's a single gender or a typical student...

Comm. Irving: Except if you're buying a new building.

Dr. Evans: If you're buying a new space? You're absolutely right.

Comm. Irving: I'm with you, with that exception. We're under the assumption that all these programs will exist currently in one of the spaces that we have.

Dr. Evans: We don't have any new spaces for this fall. Generally the funds follow the kids and principals are allocated funds to operate their buildings based on the number of students they have in that building.

Comm. Irving: Sure. I'm just trying to understand in my mind, and I guess we'll have the budget conversation, how do we squeeze these in in the midst of the impending deficit that we have in the next two or three years. Not taking into account the state aid appropriation that has not come up yet. I fully support all these programs. I want to make that emphatically clear. But I also don't want to put us in a situation where we do all the legwork and make sure we have everything going and then the state aid appropriation is a 5% reduction of what we had last year. Then some serious conversations have to be had. I just want to make sure as we approach the budget cycle. These are all great programs, but they're pending to what our financial situation looks like next year. I think on some level we may want to share that at the community forums. Our intention is to do this program pending any unforeseen fiscal distress the district may have outside of our hands. I think it's a reality that we just can't avoid.

Dr. Evans: You're right.

Comm. Kerr: I have some questions around the fiscal part of it too, but I will defer that to the dual language. I'm all for dual language because I believe that it does advantage our kids. But there are certain realities that we need to look at regarding a program like this. Is this a districtwide program?

Mr. Suarez: Yes and no. As I indicated earlier, we want to start small so we have a good handle on the program and really somehow guarantee the continuation and the success. These are not the types of programs that you just do one year or two and then you forget about it. You might as well not do it.

Comm. Kerr: I'm with you.

Mr. Suarez: This is something that we want. That's why we want to capture them as four-year-olds and kindergarteners. Then the following year we'll add first grade, the following year second grade all the way through eighth grade. At that point in time as we see the program expanding it may have to be something that we would have to really look at districtwide. But right now small and sure.

Dr. Evans: I think your question may have been with the population that we're looking at is there a districtwide draw. The answer is yes.

Comm. Kerr: I need to know the logistics of that program. If it's a districtwide draw with four teachers and four aides, how are we going to carry out that task?

Mr. Suarez: The program will be offered as School Choice. Depending on the level of interest from the community it will probably have to be thrown as...

Dr. Evans: It will have to be capped.

Mr. Suarez: There will be a drawing as to who gets in, a lottery. As the program expands then you can have more flexibility.

Comm. Kerr: Initially what population are we planning for?

Mr. Suarez: Very good question. We're going to start with Spanish because we already have the materials and the teachers. Depending on the grade level, if it's kindergarten it will be about seven. We want to cap it at 15, but you cannot chop a kid in half. It will be seven native Spanish speakers and seven English speakers. They will be put in one cohort and multiplied times two and the same for kindergarten. In kindergarten actually the number goes a little higher. It will go up to 20.

Comm. Kerr: I still have some concerns, not with the program itself, but with the logistics of it and how we're going to make sure that we reach the kids that we need to reach with the program. In terms of content and so on, I'm good with it.

Comm. Cleaves: I need a little bit of clarification on the answer you just gave Comm. Kerr. Is that 14 students in total?

Mr. Suarez: Two classes for four-year-olds, seven Spanish speakers and seven English speakers. We want to cap it at 15.

Comm. Cleaves: 15 students for the whole program?

Mr. Suarez: For the pre-k. For the kindergarten it will be 20.

Comm. Cleaves: Mr. Aubrey, for the Single Gender School your target is 60?

Mr. Johnson: You saw 60 if we're doing two grade levels.

Comm. Cleaves: I'm going to play devil's advocate here because these are Choice programs that we're offering. If we don't get the numbers by Choice would you consider seeking out a student that you get a strong recommendation from a principal that should be a part of this program?

Mr. Johnson: That's a good question. We will take a look at everything. But remember that for this program our drive is commitment from the parent. We want to open it up to every male student. We want a good mix of students. There have been conversations and nothing is official. I don't know how much to share, but for example, we may have 15% for our special education population. The other percent is depending on the students. We want good grounded students and we want our students at-risk. I'll tell you what we don't want to happen. We do not want this program to be the mindset of an alternative program. I understand your question, but I'm also trying to navigate what

it will not turn out to be. We're still developing that framework and at a later date I can probably just show you that structure.

Comm. Cleaves: So when you're going through your vetting process, say you get more than the number of students that you need, you don't base your choice on that child by just the application.

Mr. Johnson: Let's just say we have a lot of people who want to be part of the program. Remember, we do want to start small and that's why we have a lottery. There's a possibility that not everyone will be selected based on the lottery, but there will be another year where we can actually grow the program. For example, if you started in the fourth grade this year with two classes and we know the following year we need to fourth grade classes, if there is a demand we will plan for three or four fifth grade classes. As Roger said, we want to start small, manage it, make sure it's done right, figure out the tweaks, and then proactively plan for the upcoming year.

Comm. Rivera: Good evening. I want to start off by saying I'm glad to see new ideas coming through the district. We need to continue to change the way that we've been educating our kids by creating new programs. The mentality of the money following the kid, I understand where that's coming from, but you have to understand when you start new programs you might need a new facility which creates fixed costs. Also, you might need additional staffing and utilities. So although the money follows the kid, the money's being reallocated for a different purpose. Again, I commend you for trying new things and just keep up the good work.

Comm. Mimms: Just to reiterate what Comm. Rivera said, it is great to see all these great programs coming down to expand the learning capabilities of our children and to bring the best out of them that really is there that we have not tapped into. I see we're talking about the Single Gender for boys. Being that I'm a female, I would love to hear what you have for the females.

Mr. Johnson: We are in conversation for Single Gender for our female students. That will roll out next year. We're going to focus this year but still do the groundwork and start next year for the females.

Comm. Kerr: Parental engagement is one of the four building blocks of our Brighter Futures. With this gender program, could we consider building something in it that demands parental support? If you want your child to be in this program and you think it will give the child a forward push and will make the child develop, what if we ask the parents to partner with us? This is very competitive. We have a lot of kids wanting to get into the program. What if we use that as a criteria, parental partnering with us with that program to get your child in the program?

Mr. Johnson: We have had conversation regarding that. There are some strategies that are on the table, but we have not vetted them fully through our leadership team. I'll just share one or two. Let's just say we have a lot of students who want to be part of the program and we do believe that one of the staples is parental commitment to the program. After the selection process or the lottery there is a possibility that we will have maybe some community meetings with the parents and from that we may be able to see parental involvement. For example, if we call a meeting and you want to be part of the program, we may have some community meetings with the parents so they can really understand the commitment to the program. Let's just say we had 10 parents who did not show up for that first meeting. That sends a sign. Or they do not show up for the second. That sends a sign. Those are some of the dynamics that we're talking about in

terms of gauging. We also had conversations with regards to having interviews, but I have not really sat down with School Choice to determine that. There may be a component where we have interviews with parents that want to be part of this program. At the same time, we want to be fair. So we're just trying to figure that out. There definitely needs to be some type of contract or commitment to the program.

Comm. Kerr: I like that, but I think we need to start setting the table. We have not been getting the kind of support that we need from the parents. I think we should demand something of them. I have two kids. They both went to Catholic school, but I had to be serving bingo. I don't gamble and I was there at the Tricky Tray. I had to do whatever they asked me to do in order to get my kids in school. So I believe sometimes we approach this education business as being free and I don't have to do certain things. When you start making demands people will respond to it and I guarantee you they will respond in a positive way. So I think we should make it a part of the criteria that we get parents involved.

Mr. Johnson: And we did say that should be something included in our parent compact that we work with them. Definitely!

Comm. Mimms: As far as guidance counselors, we know that is a concern in our schools, the proactivity of our guidance counselors to help with these School Choices and talking to our students. Are we going to really charge them with these School Choice options to let the children know that they are available with the parents and having conversations around that? We're doing the community forums, which are great, and getting information from the community and those people that actually attend. Have we ever thought about doing internal focus groups with our children in the school to get ideas from our students? A lot of times we create these programs and it seems great to us, but some of our children feel that they have no options. It seems great, but then you have a percentage of students that are saying why didn't they think of a basketball clinic inside of the school or prep classes? Do we ever do focus groups in the school with the children to identify with them what it is that they feel is missing? When I was coming through grammar school we used to have arts and shop. We were able to bring our clarinet home and practice. It prepared us for high school. I was a part of Eastside Ghosts and I was on their marching band, which was great, but we had prep when we were in grammar school. So when do we ever talk to the children? It's great for adults on the outside, but what about our children? We miss their voice.

Mr. Johnson: You must have seen the blueprint to our plan. We have had numerous focus groups with leadership. We had a focus group with 10 principals and we have actually started to formulate a focus group with three groups of students. We're going to meet with our high school students and have questions pertaining to them. If the district had a single gender school, what do you think it should look like? They've gone through the whole system so they're going to give us really some brutal honest facts. Then we're also going to talk to our eighth graders that are leaving elementary and pose different questions that we feel they could actually answer with regards to single gender. Then we're going to have a conversation with our third, fourth, and fifth graders. If we did this, what should this look like? What should it be? What would you like to see? That is on the table. At this time someone is drafting the types of questions to survey our students. It will be survey-based. It's going to be a format that's very informal and non-threatening. Envision myself and someone from the leadership leading with a group of students and giving them a little bit of background on why this is important, having a conversation about it, and then asking good questions. That is on the table. We really want this to be an all-inclusive effort. I've probably met with almost everyone in this room in regards to their input. I don't think I met with Dr. Hodges, but we've met

with everyone else. In terms of guidance counselors, are they going to be a part of this? Yes. That's very important. The recruiting and posting part of this is going to be a little bit different than some of the others. Job descriptions are going to be different. Even in our screening process we are looking at scenario-based questions and issues which pertain to our guidance counselors and our social workers that we want to include. That's all in the budget. We know that there's a specific skill set that's needed in terms of guiding our young men. They must understand impoverished communities. They must understand social/emotional learning and some of the triggers that our young men actually acquire from ages 3 and 4. They must understand that they're coming to school already stressed, understanding that the neuroscience behind poverty and stress actually alters their thinking and their brain path, and then you expect them to go and do this. So all of those things we are looking for and it's all part of the planning right now.

Comm. Martinez: I just want to say I'm over the moon happy that this conversation is being had and that we're sharing this information. I think this is fantastic. This is a great day in the district. I'm very aware this is just the beginning and there's a long road ahead and obstacles that we have to clear, none greater than perhaps the fiscal obstacles that lie in front of us. But I'm confident that we can get through this because the magnitude of these services that we can be potentially providing to our students and families are so very important that I think those obstacles will work themselves out. Just thank you to Dr. Newell, Mr. Suarez, and Mr. Johnson for the work you've done and for bringing us in on it. This is a day we should definitely celebrate as the launching of these programs. I look forward to moving forward and getting these off the ground. Thank you all.

Comm. Hodges: Those are very nice sentiments and I concur. However, I do have one or two questions. You want to start the financial literacy program at what grade?

Mr. Johnson: Whatever grade we start, grades 3, 4, and 5. Do you want me to talk about it? I'll just answer your questions - grades 3, 4, and 5.

Comm. Hodges: I think that's a program that's long overdue for the entire school district. There are banks that are still willing if we only ask them to – and we can carve out some time in the curriculum which seems to be a big problem – who can extend that financial literacy from kindergarten all the way up to grade 12. That can be put together and structure the correct program. They can do a whole lot more than just give you literacy. They can also talk about stocks and insurance. We can also develop savings accounts for all the students in the district. Those are things that have already been on the table and the banks agreed to it. The district hasn't agreed to do it, which is the unfortunate thing. We're still trying to push to get that done and we failed. I'm all for the financial literacy at those early grades and I hope that we can use that to springboard into a far more comprehensive program for the rest of the district. The Superintendent is not here, but I'll be pestering him about trying to push that through. I didn't hear much about the mentorship, which I think is extremely important.

Mr. Johnson: Some of the concepts we're talking about is really getting together some of our city groups. We have a number within the groups. We have a lot of fraternities within the city as well. We're trying to get them on board in terms of outside work with our young men, but also bringing some mentorships within the district where we have our own students that will be able to come back and work with our young men as they grow in terms of guidance. There are different avenues. We just have to build it. Once we get it all together we'd be happy to present it to you, but it's definitely a community-based effort. We're talking business efforts and it would be great to see some of our businessmen come in and work with our young men and guide them. We talked about

financial literacy. We talked about leadership. There are the six pillars I just discussed. It's business, community, and from within. I'm sure a lot of us would actually mentor some of these students. It's a collective effort.

Comm. Hodges: Additionally, I think marketing is extremely important for this kind of program because as you're presenting it I'm saying to myself do I want to go to school way into the summer. Unless you're doing something else over and above, which I can focus on that while you're doing that. Dr. Evans and I were just talking there may be some things you can do around bringing students to college, trips, or something that will enhance the experience and make it more palatable to be in the buildings for extended days and weeks. I think that you really need to highlight that which will make it far more of an attractive package for parents and students to pursue. I think this district really needs to invest in behavior specialists because this is an area where this population struggles and their behavior sometimes is misunderstood. The reaction is it's easier to suspend them as opposed to addressing the underlying issues. We could actually turn them into effective students if we paid attention to it and got at some of the root causes of their behavior. This population in particular suffers from that, not only in terms of suspensions, but also in terms of classification, which is frequently unnecessary. I would strongly encourage for there to be some sort of behavior specialist as part of these programs so that we can work with these students and identify some of the issues that present challenges to them as they're pursuing their education in our district. In terms of the community forum, it's a wonderful idea. But I would also encourage you to take advantage of the City Council meetings to publicize the community forums and these programs. People pay a lot of attention to those and we don't have a strong presence. We don't have the district going to the City Council and presenting its' concerns or presenting these programs or community forums to them. It's televised and it's frequently well watched and well received in the city and it's a good way to get your message out. I'm all for the dual language program. However, I suspect that five years down the road it may be necessary to extend beyond Spanish. When I went to school we had French and Italian at a very early age. I would just encourage us to plan accordingly to address that. We have a large Arabic population. We have a large Bengali population. They live here and they are important components of our community. Those opportunities to work with them are also extremely important for us. I'll just stop there. Thank you very much.

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

Dr. Evans: The last presentation is an update of the Partnership for Assessment of Readiness for College and Careers (PARCC) Preparation. A lot of work has been underway to ensure that on March 2 when we begin the administration of PARCC that we are indeed ready, whether it's with the hard technology, meaning enough computers, connectivity, technical support or whatever it takes. A lot of work has been underway and indeed our recent support system, which is on the agenda tonight under item 8, is some support we're getting from an outfit referred to as the Antares Group. A gentleman who is a consultant who works with the Antares Group as well, Paul Mailoux, will bring to us expertise that we've been missing in terms of engineers and others to actually support the system. Dr. Newell will give you a very brief overview of where we are at this point.

Dr. Newell: One of the things that we are about to embark upon is this morning we started with doing a check of the system. We had approximately 11 schools that went onto the system just to test the elasticity of the system to see how we're doing. As we get closer to the PARCC assessments we're actually going to be doing five separate

tests of the system. We'll be doing one on the 9th, 10th, 11th, 14, and 23rd. On the 23rd is when we're having every single school get onto the system to test to see how we're doing keeping in mind that the assessment starts on March 2. We're doing our last test on February 23. We're doing it in chunks. As I said, we're doing four waves and then the final one includes all the schools. We're doing 9, 13, and the last two waves we're doing 14 schools and 14 schools. We really just want to break it out into different chunks and then finally to test all of them. The plan is that by February 23 we have tested every single school. We're hoping that by then when we test all of the schools at the same time along the way we have identified the issues and then our plan is to not have any issues. But if we put everybody on the system on that final day we will have enough time to really see what the issues are. That's the work that we're doing. We have been working collectively with the assessment department as well making sure that folks are getting trained, as I had mentioned previously. Ms. Jasmine Parra has started training in December of staff members, teaching them how to get on, what they need to do, and what is important. She'll be doing training again tomorrow. Since December she has been doing training on getting them PARCC ready.

Comm. Mimms: So you said you did one test already for the elasticity? What was the result of that test?

Mr. Kenneth Sumter: We're currently still getting data from the schools pertaining to that. One of the things that we identified was a need for a communication plan. We see issues in certain schools on certain things. At that particular school there were four or five people calling about the same thing. One of the things that we're doing starting tomorrow is meeting with the device managers from the schools and communication directly with them so we can really understand what's going on. From those four or five phone calls with the same issue we had different scenarios of what was going on. We're meeting and creating a communication plan with the device managers and starting the training with them as of tomorrow. One of the other things that's we noticed also was to make sure that the devices that are being used at PARCC certified. We had a couple of phone calls and once we identified what the issue was that particular device was not PARCC certified. Then we were able to rectify the situation then. That's why the key piece with the device management training would make sure that those devices that are going to be used for PARCC are certified and the device managers are aware of that particular computer. We didn't have any incidents. I think there were 14 schools that were participating today. It's not like any schools went down. You may have one or two issues here or there, but nothing major across the board where a whole school had any issues. As we go forth today's testing allowed the students to log on through the website. The next one will allow them to get the information from the CAD server. One of the things that we also identified was because we had three CAD servers that increased the number of devices hitting that particular CAD server. We received new CAD servers today so we'll be installing them as of today and by Saturday all should be in. It's going to reduce the number of devices hitting those particular CAD servers. So throughout the district we'll have 13 CAD servers and we're looking to keep at least close to 300 devices hitting each CAD server, if not less if we can.

Comm. Hodges: Have we codified the approach we're going to take in case a machine goes down in a particular classroom so that the teacher has a reference as to what he or she has to do? I don't think we have the personnel available to be there. Do we have a written approach of what should be done under these circumstances?

Dr. Newell: We are working with the assessment team. What we're going to be doing is like a triage. We're having the technicians who are going to be at the site. We have technicians who will have a few schools underneath them. Because we have

technicians who have four or five schools we're actually having device managers, as Mr. Sumter mentioned. That device manager is the person who is onsite to facilitate and troubleshoot issues. They are going to be pulled down tomorrow to start their training and they are the ones who are going to be technical. When these individuals were identified part of what was required was someone who was more technically oriented. If there's an issue they would know how to troubleshoot. At the same point there are certain things that we know cannot be fixed onsite. So they would call down to Jasmine and her team who have a direct line to Pierson. In terms of your other question regarding if there are any issues with the devices themselves, we're having the technicians who will be able to provide. Also at the site we're giving ourselves a little bit of a cushion. We said between 5% and 10% of a cushion in terms of extra devices. If, for example, the battery drains and for whatever reason it can't keep a charge we're hoping to have 5% or 10% so that we don't have to come back to central office to get another device to go back to the school.

Comm. Hodges: I've heard some questions about if a cache goes down and you have to reload that you'll lose all the information. Is that true?

Mr. Sumter: The benefit of having 13 CAD servers is there's a redundancy there. We have a default CAD server where all of the data is being sent to. There's redundancy among the other one so if one goes down the other one would kick in and replace that one.

Comm. Hodges: They would keep the student there they were?

Mr. Sumter: Yes.

Comm. Mimms: We have our students currently in an after-school program preparing them for PARCC. But because of the weather they've already missed a day and we're not sure. Are there makeup dates in place for our children to ensure that they get the proper preparedness for this assessment?

Ms. Peron: That's under discussion because the last day for the PARCC after-school program is February 26. That doesn't give us too many days until the test begins. However, we set up that program and all of the resources for schools to have it during the day. We made the recommendation to principals to use their intervention period to utilize these materials online and also paper-based for students who don't attend the after-school program. As we speak I have the enrollment numbers and I'm looking at all of the children who are not attending after-school. I want them to have somewhat of the same type of opportunity with the same type of resources and the same type of practice that the kids that are attending have. There isn't really much room for makeup dates, but we can definitely look at it. There have been two days that we've missed so far with this program.

Dr. Evans: Once the questioning for the staff at the mike now is complete I'd like for Ms. Corallo to come forward and discuss very briefly communications that have been prepared for dissemination among parents in particular, principals, and staff to inform them of where we are and what the expectations are.

Comm. Martinez: Pardon me if you already alluded to the question I'm going to ask. I know last Friday you indicated there was going to be a trial run. How many more are we planning? Are we also taking into consideration all the schools that will be logging in?

Ms. Terry Corallo: Good evening Board Commissioners. We have been working on several documents that will be going home to parents in multiple ways. First is a letter that will be from the principal and it's just an explanation to parents of what PARCC is. Next week happens to be, by the way, report card night and we will be sharing some of this information then. There's also a "Frequently Asked Questions" document that we've prepared. It's very parent-friendly. It's Q&A and easy to understand. As soon as I get the final touches on it tomorrow we'll start having it translated as well. It really runs through trying to explain what is the PARCC, what makes it different from NJASK and HSPA, when is the PARCC, how can I help prepare my child for PARCC, how is it tied to the Common Core, what is this Common Core. It's answering all those types of questions. Then there's a third document that we've prepared, which is really a separate document for the staff. If staff still has questions they can fully understand their role and what PARCC is about. Kemper and I have been speaking with regard to the fact that he's going to try to put something together. We've had a couple of community forums at this point and it's very hard to get parents out, especially in the wintertime. We're going to do this one of the Elementary School Choice, but I think for PARCC it needs to be a little bit more grassroots and homegrown. We're going to try to put together some more localized parent group meetings at local schools maybe within the wards through his organization, have a sit-down chat, answer questions that parents may have, but this FAQ document will really be the guide of our talking points. These are types of things that we're working on right now to make sure that parents fully understand. I think there's a lot of talk in the media now about it and certainly the conversations that are going on with regard to opting out, which we held at great length last time. So we want to make sure the parents understand our position on all that.

Comm. Hodges: Again, I would encourage you to take the opportunity to go to City Council meetings and announce that all these options are available.

Ms. Corallo: I actually forgot the one thing you just reminded me of, Dr. Hodges. I can't believe I forgot. Dr. Evans tomorrow is going to be taping a PSA. So we're going to ask the city to put that on their station as well. It actually is an explanation, another vehicle to reach an audience about what is PARCC. Of course, we'll be putting all these documents up on our website as well. We are taping that tomorrow.

Comm. Hodges: I will again encourage you to come to the City Council and make the announcement because those meetings are watched very well in the city for those who have cable.

Dr. Evans: We will have it done at the City Council.

Ms. Corallo: I was just saying that we're going to ask them also on their station, because their station is watched, that we will run the PSA there as well. That was my point. I wasn't saying we wouldn't do that.

Comm. Kerr: Have we come to a decision regarding the opt-out argument that I'm sure you're going to be getting from a lot of parents?

Dr. Evans: As I think everyone is aware the Commissioner has indicated that parents can't opt out, but students can refuse to take it. If they refuse to, if we have a letter – and we received a half dozen so far – we want them to come to school but they will be located in a separate space with some academic work to do while the other students are testing.

Comm. Kerr: There is another piece to it because if a child is not assessed how do you determine that the child has sufficiently mastered whatever the content material is?

Dr. Evans: That's a good question. Keep in mind the district also has its own assessments that help us to make promotion/retention decisions. But beyond that the vehicles we have aren't designed to do what NJASK or HSPA did in terms of your particular question.

Comm. Kerr: So if a parent exercises his or her right to opt out of sending their kid to take the test the district can exercise its prerogative by grading that child and that would take care of a legitimate grading of that student.

Dr. Evans: When you say grading...

Comm. Kerr: Assessment. You're going to assign a pass/fail that you can say the child went through the course and we find the kid competent.

Dr. Evans: Teacher-made tests and other end-of-course testing are in large measure used to make those decisions as well as our own district tests. However, there is a place for the state test. Our district is measured by how well or not so well it does on state tests. So a student opting out could then have a negative impact on the overall performance of the district that is looked at. Depending on what a student may want in terms of an accommodation or some other activity then not having a PARCC score could have a negative impact on that as well.

Comm. Kerr: I understand that, Dr. Evans. But I would like to know if a parent comes to me and asks me the question what can I tell that parent as a definite about if they opt out these are the situations they will face. Or if your kid doesn't perform well this is what you're likely to face. A parent needs to have something to hang their hat. What can I tell them?

Dr. Evans: At this point decisions haven't been made yet about what is going to happen to a youngster if they don't have a PARCC score a year or two years from now. But I can see it coming because that's what has happened with NJASK and HSPA. They were used to influence decisions or make decisions. Keep in mind this is the first year of PARCC and this is a baseline year. So everything after this year is compared to this baseline to measure growth. But I can see at some point in time in the future a youngster will be predisposed in a negative way for not having a PARCC score. I just can't tell you in what ways yet.

Comm. Hodges: Dr. Evans, if you come from out of state and you enter the school district it's almost a similar situation to a student who doesn't have that PARCC score. They may be here but they come from a state that does not have PARCC. That child will be in the same situation in terms of the absence of that score.

Dr. Evans: It depends. Remember, there are two national tests now. PARCC is only one of those two. They may come with a score for the other test that's used by states that opted not to do PARCC but the other test. The same decision-making would occur. Again, even graduation requirements have not focused solely on PARCC at this point because it's a benchmark year. PARCC is just one of several options. PARCC is one of six or seven different scores that are looked at to influence graduation. SAT is one of them and ACT and a number of other options because this is a benchmark year. We need to establish that benchmark before other decisions are made in terms of using PARCC for decision-making.

Comm. Kerr: But that's the way the state is going. After the norm year then everything is going to be directed based on how well the child performs on the PARCC.

Dr. Evans: Yes, you're correct.

Comm. Kerr: So we need to be able to tell a parent because I don't believe that all the parents out there understand clearly what this is about and what is required of them and their children in terms of this test. We need to have all the little nuances of the test so we can tell all the parents, those who approach us, what is required. If they are not going to comply, then there is a penalty for not complying. I don't think I have that information right now.

Dr. Evans: Mr. Kerr, I agree wholeheartedly with what you're saying. The problem is I can't say that you're going to be penalized in this way or that way today because we don't know how they're going to be penalized. But certainly, they will be negatively predisposed as a result of not taking the PARCC.

Comm. Kerr: Do you know the problem I have with that? Do you know who's going to do the penalizing? It's the state and the district, and it seems like the state doesn't know and neither does the district. I'm nervous about it.

Comm. Hodges: It's disconcerting and one of the things that this Board can do is draft a policy that holds the students harmless for opting out of PARCC. Then it becomes a question of how the State Superintendent handles that. If he overrules that then I imagine he will have an enormous response from the community, which might not work to the state's advantage. Or if it's in place then it may provide the students some coverage because according to the current policy at the time they were supposed to be held harmless. So it's incumbent upon us as Board members to put that documentation on the books.

Comm. Kerr: Dr. Evans, how would you represent the children of our district who have decided to opt out of it? Would you want to represent those kids if they decide not to take it?

Dr. Evans: I'm not sure I understand the question.

Comm. Kerr: If you were to represent them to the state saying you are their advocate, would you choose to say they have this right and exercise this right and I think it's a good choice? How would you represent them?

Comm. Hodges: Before he answers that, Mr. Kerr, you know the Superintendent's position.

Dr. Evans: My position is clear.

Comm. Hodges: He's a representative of the state.

Dr. Evans: I have a position.

Comm. Hodges: We live here and we have the right to protect our students. Irrespective of what Dr. Evans or the state decides to do we have the right and the obligation to protect our students.

Comm. Kerr: I just want to know if you voluntarily would be an advocate for the kids who have decided not to take the PARCC.

Dr. Evans: Let me say I strongly support PARCC. In my opinion every kid should take PARCC and it's a mistake for them not to take PARCC. I've been very clear about that. I think in the long run it will do them harm. I can't say in what way just yet because that hasn't been determined. The outcomes that are dependent on a PARCC score have not been communicated. But I think it's a mistake. If we are truly serious about preparing our kids for college and performance on PARCC just as it is on SAT is the primary measure for determining college readiness, then yes our kids need to take it. I strongly believe that.

Comm. Kerr: Okay. They wouldn't get any representation from Dr. Evans.

Comm. Hodges: Any further questions? I'm going to seek to swap the President's report until after the public portion because it will be a 10-minute opportunity for you to go through the test so you have a better idea of what our students are facing. I actually spoke to a student from Clifton today who took their pretest and found it somewhat challenging. I think the Board needs to get a clearer picture of what this is like or at least take a look at it. That may inform your positions about giving people the opportunity to opt out.

PUBLIC COMMENTS

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

Mr. Ken Abuassad: Good evening everybody. Peace be upon you. Thank you very much for allowing me to speak tonight in front of you all. First, I would like to thank Mr. Chris Irving. He did a very good job in the past years as President for the Board of Education. Let's give him a round of applause. I would like to thank all the rest of the Commissioners for their service on the Board as well. I'd like to welcome Ms. Lisa Mimms on the Board as a newly appointed Commissioner for this term. Comm. Hodges as President for the Board for this coming year I'm sure he's going to do a good job as well. With your help and the rest of the team we would like to have your help as an organization to run our Saturday Arabic school program and in good standing. We need your help and with good communication and building bridges between us and the community we can have it done and in good standing and with your support that is needed all the time. We appreciate all the help that you do for us and for the community at large. I would like to thank as well Dr. Evans, Ms. Shafer, and Mr. Kemper for all their help and for making this program go through for the community. Thank you very much and have a good night.

Ms. Rosie Grant: Good evening ladies and gentlemen. I want to focus my attention on the PARCC exam assessments. I understand that the district is obligated to assess the students and to participate in the PARCC as an agent of the State of New Jersey. You, Commissioners, are agents of the community of Paterson and I ask you again as I asked the last time to consider a policy around how to treat children who refuse to take the PARCC regardless of whether the language is opt out or a child who refuses to put his or her hand on a keyboard. What provisions will be made in the schools for these children? I know Dr. Evans said that there was something going on, on the administrative level also out of concern for the child so that he is not ostracized, disciplined, or punished in any other way. I also wanted to share that the Paterson

Education Fund is joining with PEOC, the Paterson Education Organizing Council, to present a community forum on PARCC to help parents think about the right questions to ask or to provide some answers to some of the frequently asked questions. You're all invited to participate. It will be Monday, February 9 at St. Paul's Church, which is at 451 Van Houten Street. We will be bringing in a presenter from Save Our Schools New Jersey to address the audience and to help the parents think about their role in preparing the kids for PARCC or not. It will be at 6:00 p.m. on Monday at St. Paul's Church. Thank you.

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

REPORT OF THE PRESIDENT

Comm. Hodges: I just want to give you maybe 10 or 15 minutes to take a look at the test. The test is on your computer. It's up on the desktop on the upper left-hand corner for most people, the PARCC white box. Take about 10 minutes so you can get a feel for what some of those questions are. I assure you that there will be a very abbreviated curriculum report.

The Board took recess at 8:52 p.m.

The Board reconvened the meeting at 9:08 p.m.

Comm. Hodges: I think we've all had an eye-opening experience. It certainly was for me. I raise questions not so much about the questions but about the interface. It kicked me out and sent me to someplace else, and I play with computers every single day, albeit not a PC. I just touched something and had to be redirected as to where I had to go. If our kids aren't fluent with this they're going to go the same road I went. That needs to be looked into. Are there any comments?

Comm. Mimms: If this is any indication of what our children are in store for we're going to have some serious issues. Children's attention span is very short. So just based on the test and it being time-sensitive there are a lot of concerns. I don't know if there's going to be extra paper around that they'll be able to figure these problems out. One of the things I did like at the end is that it shows you what you missed, which questions you skipped over. I did that purposefully just to see what it would say. It shows you what you missed and what you need to review. If you go past this point it tells you that you can't go back. It does have some good things in place, but I just think that it being introduced and our children looking to take this within the next 30 days is going to be a really serious concern.

Comm. Kerr: There are a couple of things here. The technology piece of it is maybe a small piece. I know reading comprehension will be a serious challenge to our kids. It's not just merely having three multiple choices and you close your eyes and say this one. This calls for reading comprehension. If we are not performing well in that area, I don't see our kids doing well. I'm not saying we won't get a few getting through it, but it will be a challenge to the majority of our kids. If we are worried about how it's going to reflect on the district, trust me, whether or not they take the test it's going to be tough.

Comm. Hodges: Anyone else?

Comm. Martinez: It's going to be a long road.

Comm. Hodges: Anyone else? I'm of two minds here. Quite frankly, I think our students need to be challenged. Whether this is appropriate for their grade level, that's another issue, but if this is the standard that we're being asked to reach then it's an eye-opener for everybody, including the staff, in terms of what has to be done to get our students to be at this level. What I don't think is fair is the interface. That to me is a bit problematic because we have routinely neglected to expose our kids adequately to the use of computers in this system. That's a problem. When you come here you're going to be asked to do things and perhaps if we practiced this in the classroom then they may be able to negotiate it far better than I. Like I said, I use computers every day well into the night and I was thrown off out of the test more than once. That's a disadvantage and you do become disconcerted. That's a problem. That may impact on the student's performance. I don't think that failing a test will traumatize students. I do think that the material that's going to be required of the students might be more appropriate for the grade levels if educators were in fact the ones who were creating the test. I'm not sure that's what took place. That's my concern. I think the Board having gotten a view of what our students are in for needs to be mindful of two things. There are kids who are going to be opting out all over the state and the country. But there are other districts, some 500 of them, who are going to be following through with this and deciding that this is the standard that we're not only going to meet but surpass and we're going to drive our staff to do just that. This is where the current standard is. In years gone by maybe we could give input into a better testing system. But right now we are faced with this challenge educationally and we have to decide how to address it. That's how I look at it. I do think there should be some strong comments about the test coming from our district complaining about this interface and questioning the appropriateness of the level. Do we teach this material at the third and fourth grade level?

Dr. Evans: The reason we have engaged the University of Pittsburgh's Institute for Learning is to teach our teachers to teach what you're seeing on that screen. They have done a phenomenal job. As I explained to you in the past, as Common Core standards were integrated into NJASK, I think that's one reason why we didn't see as much slippage as perhaps New York City did when they first integrated them. There were significant drops in New York City. We didn't experience those drops. We had flat scores, but the new standards were introduced. Recall also that we were one of the pilot districts last year for PARCC, which at least gave 24 of our schools some experience with it. But I think we're not going to fare as bad as many might think both because of the IFL, because we were a pilot site and have some experience with the test, and because of the results from Common Core standards being integrated in NJASK over the past two years.

Comm. Hodges: Any further comments?

Comm. Kerr: I wish not to be misunderstood. To be honest with you, I would have loved if our kids were at a point where I would feel comfortable that they would be able to easily take this test and pass it. But in terms of the mastery of the content in this district we are way below what the numbers are saying. We are graduating 76% of our kids, but in terms of their ability to do certain college level work it's just not there. This test is a much more rigorous and demanding test than the NJASK. I just don't see our kids not given the space and the quality instruction built around tests like these. I just don't see how they're going to fare well. I just don't see it. I'm not saying the kids don't have the capacity. But if they are not given the tools to perform they are not going to perform. I challenge anybody in this space tonight to tell me that our kids are adequately prepared to pass this test. You were saying, Dr. Evans, we might not fare

as bad, but that's nebulous. I still don't understand that. What I'm saying to you is that knowing what I know and looking at the history of our district and looking at how we have performed in recent times I don't see it. But you're the leader sir and if you feel comfortable with this I will hide behind you. That's all I can tell you. I'm not going to show my face.

Comm. Hodges: Let me rephrase that. I agree with you. I do not think our students are going to do well on this test. I absolutely do not. But that tells me there's disconnect between what should be and what is. Because we're not prepared to take this test today does not mean that we won't be prepared to take this tomorrow. What has to happen when those test scores come back I for one will be turning to the Superintendent and banging my hands on the table and saying, "What are you going to do about that? What are you and your staff going to do about this and how quickly?" This will be unacceptable. That's how I'm going to approach it. I have failed tests before. I remember the lowest grade I ever received was a 9 in mechanics. The class average was 20 so we all struggled. I had a 9 out of the 20, which is outrageous. What that did to me was force me to crank up all my efforts. I got an A+ in that course. I worked like a fool to improve that grade because I couldn't stand doing that poorly. That's what I'm going to expect to happen here. I expect this district to reach these levels. If you're going to talk about having an IB program, this is nothing compared to what an IB program is going to ask our students to do. So it's a shock to the system. It may tell people that you can't perform the way you've been performing all these years. You can't do it anymore because the expectations are substantially higher. I mentioned this briefly. There are low expectations in this district for our students. The students suffer from it and they get hurt because of it. People don't challenge them or ask them to work at higher levels. In fact, one of the things I would like to do – and it is something one of the candidates I ran against mentioned – is bringing some of our alumni back to talk about their first and second years in college so we can get an indication as to what they experienced when they got there and some of their challenges. We need to build in practices that will address some of those challenges. They're still our students. They're the product of our district and of our system. If we're producing products that are struggling out there then we need to do a much better job. I see this as an indicator that we need to do a much better job now before those kids graduate. I don't think this is an appropriate test. I don't think it in any way mirrors what we do in our classrooms. But our classrooms are wrong, not the test. There are some questions about what a third grader should do. That's appropriate. I grant that, but if this is what the standard is going to be then I want to surpass the standards. I want to put in place practices that are going to enable us to be one of the leaders, period, when it comes to education for our children. That's how I look at it. Having said that, I still think the Board might need to consider some opt out provisions as policy for the students, which would then give those parents and students some tools. But I think the vast majority of the people will go ahead and take the test anyway. Are there any further comments?

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING:

Resolution No. 1

BE IT RESOLVED, that the list of bills and claims dated January 29, 2015, beginning with vendor number 86 and ending with vendor number 799535, in the amount of \$18,454,347.13; and

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

It was moved by Comm. Martinez, seconded by Comm. Cleaves that Resolution No. 1 be adopted. On roll call all members voted in the affirmative, except Comm. Hodges and Comm. Mimms who abstained. The motion carried.

Resolution No. 2

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

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

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

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

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

Total Number of Conferences: 18

Total Cost: \$8,875.18

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Gina Johnson	Harvard Medical School Department of Continuing Education School Mental Health Workshop	January 30-31, 2015	\$290.00 (registration)
Climate & Culture Facilitator/ School 6	Boston, MA		
*Cheryl Coy	Turn Around School Leadership Project Grant Leaders Conference	February 2-3, 2015	\$591.50 (transportation, lodging, meals)
Interim Manager of Non-Traditional Programs	Washington, DC		
*Laurie Newell	Turn Around School Leadership Project Grant Leaders Conference	February 2-3, 2015	\$591.50 (transportation, lodging, meals)
Chief Reform & Innovation Officer	Washington, DC		
Anna Adams	Morris-Union Jointure Commission Professional Learning Inservice LGBT: Legal Rights and Discrimination of Lesbian, Gay, Bisexual and Transgender Students and Staff	February 26, 2015	\$100.00 (registration)
Director/Health, Phys. Ed. & Athletics	New Providence, NJ		
Peter Affinito	Morris-Union Jointure Commission Professional Learning Inservice	February 26, 2015	\$100.00 (registration)

	LGBT: Legal Rights and Discrimination of Lesbian, Gay, Bisexual and Transgender Students and Staff		
Director/Guidance & Counseling	New Providence, NJ		
JoAnne Riviello	Morris-Union Jointure Commission Professional Learning Inservice LGBT: Legal Rights and Discrimination of Lesbian, Gay, Bisexual and Transgender Students and Staff	February 26, 2015	\$100.00 (registration)
Executive Director/Compliance	New Providence, NJ		

Boris Zaydel	Morris-Union Jointure Commission Professional Learning Inservice LGBT: Legal Rights and Discrimination of Lesbian, Gay, Bisexual and Transgender Students and Staff	February 26, 2015	\$100.00 (registration)
Paralegal/Legal Department	New Providence, NJ		
Angela De Leon	Controversial Issues in Pediatric Audiology	February 26-27, 2015	\$240.00 (registration)
Itinerant Teacher for the Deaf	New York, NY		
Patricia Giesler	Controversial Issues in Pediatric Audiology	February 26-27, 2015	\$240.00 (registration)
Itinerant Teacher for the Deaf	New York, NY		
Kaela Quince	The Teaching Channel "TeamsFest"	February 26-27, 2015	\$788.00 (registration, transportation, lodging, meals)
Professional Development Coordinator	Dallas, TX		
Nicholas Semeniuk	29 th Annual Athletic Training Conference	March 2, 2015	\$135.00 (registration)
Athletic Trainer/JFK	Edison, NJ		
Tobi Knehr	2015 Coalition for Community Schools National Forum	March 8-11, 2015	\$2,013.50 (registration, transportation, lodging, meals)
Director/FSCS & Grant Procurement	Washington, DC		
Sakena Thompson	2015 Coalition for Community Schools National Forum	March 8-11, 2015	\$2,013.50 (registration, transportation, lodging, meals)
Program Manager/FSCS	Washington, DC		
Patricia Orlando	Structured Learning Experience Refresher Course	March 12, 2015	\$131.62 (registration, transportation)
Teacher/BTMF @ JFK	Edison, NJ		
Jaime Conti	Bureau of Education & Research Co-Teaching That Works: Effective Strategies for Working Together in Today's Inclusive Classrooms (K-12)	March 17, 2015	\$239.00 (registration)

Spec. Ed. Supervisor/EWK	West Orange, NJ		
W. Scott Durham	Directors of Athletics Association of New Jersey State Conference	March 24-27, 2015	\$902.56 (registration, transportation)
Teacher/School 6	New Orleans, LA		
Jaymie Green	National Art Education Association National Convention	March 26-28, 2015	\$150.00 (registration)
Teacher/School 6	New Orleans, LA		
Jaime Conti	The Foundation of Education Administration Professional Development – High Quality Feedback: The Key to Change	April 27, 2015	\$149.00 (registration)
Spec. Ed. Supervisor/EWK	Monroe Township, NJ		

***For Ratification**

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

Resolution No. 3

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

Whereas, Under the Authorization of the Business Administrator public quotes were solicited for Project and Technical Management Support for PARCC Readiness, RFQ-040-15 for the 2014-2015 school year; and

Whereas, Twelve (12) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which three (3) responded to the district's solicitation; and

Whereas, this solicitation was made by advertised public notice appearing in The Record and The Herald News on January 16, 2015. Quotes were received and read aloud on January 21, 2015 at 11:00 am in the Conference Room, 4th Floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department; and

Whereas, the District Administration recommends that the quotes for Project and Technical Management Support for PARCC Readiness, be awarded to the lowest responsive and responsible bidder(s) for the 2014-2015 school year to the following vendor(s):

The Antares Group LLC 168 Christopher Street Montclair, NJ 07042	Paul J. Mailoux 86 Madison Avenue New Providence, NJ 07974
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Whereas the awarding of this contract is in line with the Bright Futures Strategic Plan 2009-2014, Priority I: Efficient Academic Programs, Goal 2: Create Health School Cultures, Effective School Initiatives; and

Now Therefore, Be It Resolved that the State District Superintendent supports the above mentioned recommendation that The Antares Group and Paul J. Mailoux be awarded a contract for RFQ-040-15 as follows:

Vendor	Price (Per Hour/Day)
The Antares Group LLC	\$1,000.00 per day
Paul J. Mailoux	\$1,365.00 per day

NOT TO EXCEED \$36,000.00

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

GENERAL BUSINESS

Items Requiring a Vote

Curriculum and Instruction

Comm. Hodges: I'm going to give you a brief summary. I will have the finished curriculum meeting minutes tomorrow. Essentially there were questions about A-2, A-6, A-8, A-9, A-10, A-11, A-12, A-13, A-14, A-16, A-17, A-49, A-51, and A-52. We essentially discussed a number of issues. For instance, in A-6 we were concerned about the military drills, athletic drills, and field trips and the aspects that focus on criminal justice. There didn't seem to be any effort to do anything about academics and that's part of the program. That's the way it is. They're focusing on character development and motivation, as opposed to academics. On A-8 we noticed that there were no expectations. On A-17 there was an absence of information about the contract. There were some questions as to what the professors-in-residence were going to do, how many we're going to have, how they were going to be split. There were questions about how the professors-in-residence were going to provide services to the two schools and how many people were going to be there. It's a requirement that they contract with the school as part of the SIG grant, but we did not get the information about what that actual service is going to look like. That information should be provided to us presumably next week. A-12, I think is the CLI. That's a joint project with the Taub Foundation. It's in its third year. They're concluding the project after this year. The question really was focused around is there an evaluation system that looks at all these projects that we have coming to the district. We're asking the administration to create an evaluation tool for any kind of program like this so that we can get a true measure of what value we actually have received from programs like this. I'm going to skip to A-51 and A-52. These were Future Business Leaders of America students being accompanied on a trip to East Brunswick. The primary concern here was Eastside does not have any component that looks like at computer game simulation, programming, desktop applications, or anything having to do with programming. There are two programs at Eastside and Kennedy. Eastside does not have the computer component. They just hired someone who can provide that training moving forward and Kennedy is doing both. Are there any further questions?

Legal

Comm. Hodges: Mr. Simmons is not in so we'll have to forego his report until the next meeting.

Fiscal

Comm. Kerr: Tonight we have Resolutions C-1 through C-14.

Comm. Irving: On C-10, what's the rationale in increasing the amount of the contract? It's going from \$9.9 to \$10 million. In the initial bid were we just not prepared for the additional costs?

Comm. Kerr: I had that question.

Comm. Rivera: I had a question about that, too.

Mr. Steve Morlino: What was the question?

Comm. Irving: We're increasing the contract by \$200,000. Why? Is this going to stay for the duration of the contract? It's a three-year award. We're in our second year presently. Will this be effective this and next year?

Mr. Morlino: The \$200,000 is for additional services where they provide custodian coverage for the district. Where there's a vacancy in the building for a chief they provide coverage until we fill the vacancy. That's what that's all about.

Comm. Irving: Will this be continuing on to next year? Will this be added next year?

Mr. Morlino: It will vary depending on vacancies and our ability to fill those positions. I think there are currently five positions that are going to be posted for chiefs.

Comm. Rivera: Steve, being that I'm new to the Board and not familiar with this contract, the resolution does not have the details of the contract. We're giving them about \$10 million. What are the details? What are they supposed to provide? I just want to put it on the record.

Mr. Morlino: That \$10 million provides 226 fulltime equivalent custodial workers. The chiefs in each school work for the district and the custodial workers work for the company providing the service. There are 226 FT's in the base service that they provide. That dollar amount also includes consumables such as plastic bags, trash bags, toilet paper, paper towels, cleaning chemicals, waxes, and strippers. They provide in their contract exterminating services. What is not included in this contract that apparently was done in previous contracts are cleaning of the exhaust hood systems in all the kitchens that is required to be done twice a year. They do not provide termite services. They do not provide pigeon services. They do not provide air filters. The previous contract apparently called for supplying and replacing air filters in all the univents throughout the school district. It's about 10,000 filters each change.

Comm. Rivera: When was the last time that we did a cost analysis to see if this is cost-effective or not? How many years have we had this contract going on?

Dr. Evans: This is the second year.

Comm. Rivera: Not with this company, but outsourcing the service.

Dr. Evans: I'm not sure. It was that way when I came.

Mr. Morlino: My understanding is about 15 years.

Comm. Hodges: It was about a year or two before I got here, so it's about 14 or 15 years.

Comm. Rivera: I just have a little concern. Let's just look at it to make sure that we're using our resources accordingly. They're not even hired by us. Yes, we might have a chief there overseeing what they do, but they're not our staff. Another thing I was going to ask you, Steve, is they're supposed to provide 226 employees. I'm sure they're short any given time also. People leave jobs all the time.

Mr. Morlino: I'm sure there's some vacancy rate. They're supposed to provide fill-in custodial services. They're supposed to match it one-for-one.

Comm. Rivera: We're budgeting \$200,000 in case a need arises for a vacancy in the...

Mr. Morlino: That's the chief. They provide the coverage for the custodial worker when they're vacant.

Comm. Rivera: I understand, but when they're short staff we still pay them the \$9 million.

Mr. Morlino: They have to submit a certified payroll to us and we go through the payroll. We're not paying for people that aren't there. If there are not 226 people we're not paying for 226 people. Included in this contract are snow blowers, weed whackers and lawn mowers, buckets, mops, and all that kind of stuff is in this base price.

Comm. Kerr: Are there any other questions?

Comm. Hodges: Just to add, at the end of the meeting we just reviewed the bills list and that was essentially the end of the meeting.

Comm. Kerr: Did you want to mention the purchasing order question that we started? I think it's something that we should put on the table.

Comm. Rivera: From my understanding we still don't have a finished document, but it's basically to enforce the procurement guidelines that exist in the district. I don't think it's finalized yet. Is it? Have you heard anything from administration regarding the document?

Ms. Ayala: It has to do with the unauthorized purchase. Some SAC goes out and commits to purchasing items without going through the process of putting in a requisition that turns into a purchase order. We talked about it with administration and I shared that with them. You had some thoughts on it that you wanted to discuss. Do you have it?

Comm. Rivera: The discussion was around the word that we needed to change.

Comm. Hodges: "Shall" or "may."

Comm. Rivera: Yes. Also, legal has to get involved in that. We can put the wording together, but also legal has to revise that to make sure that it's enforceable.

Comm. Hodges: What he's discussing is in essence – and this may not be the exact wording – if an employee goes ahead and deviates from the accepted practice in terms of making confirming orders, which is illegal, the language says currently the employee “may” be required to pay for the order themselves. I think the question is should that instead say “shall.”

Dr. Evans: Are you asking for my opinion?

Comm. Hodges: Yes.

Dr. Evans: I support “shall.” The rules are very clear.

Ms. Ayala: But Dr. Evans, just to let you know there's a paragraph right below that which says it is at your discretion as well. We really need to consider and think this through before we change that word.

Comm. Hodges: Part of the concern is there may be an order that is in fact a rush order. The person knows that this is critical for whatever reason and they try in good faith to accommodate whoever needs it and does it knowing that this is going to be done. I can't imagine what the circumstances would be, but there's a possibility. The question is should that person be penalized because they're trying to get something done.

Dr. Evans: Either they should be penalized or the person that can enable it, because there is a procedure for doing that. The person that didn't allow that to happen following those procedures should be penalized.

Comm. Rivera: There was also a portion in the bottom of the document that had steps. Again, this is all just coming back. It had steps of the type of punishment that would be enforced. I also asked for the document to add per fiscal year. For example, if I did something seven years ago and I do it again, hopefully they will never do it again, but it just doesn't make sense to me. Daisy brought that up right before I added to it. The training needs to be provided yearly. So if one year you go without the training this shouldn't be enforced because it's not fair. You have to remind those people all the time. You also have new employees that may be falling into those roles. Also explain to them the importance of why they have to follow these procedures. It's not just because you're telling them they can't do it. It's because of other issues that arise from doing those purchases.

Comm. Kerr: Dr. Evans, the discussion came out of the audit finding. We had a very lengthy and exhaustive discussion regarding confirming orders. It is something that we would like to see killed in this district. That's the reason why we want to make the language as strong as we can possibly get it. However, if there's an emergency situation it can be waived by you, the Superintendent. But you will have to support that with a document and it would be clear that it is coming from the top of our organization and not somebody not wanting to comply with existing rules doing it on their own. We are saying put the most strenuous language that we can find in the document and we also give you the ability to waive the requirements if emergency situations arise. I think that will suffice the situation.

Comm. Rivera: A lot of times these emergencies arise because of poor planning. It's not because they're emergencies. It's poor planning. The purchasing agent is a very competent guy. We asked him a few questions. I'm very confident that you have the staff in place. It's just having you being the leader and making sure that these things are enforced. For example, if a purchase needs to take place right now and you don't have a requisition in place – and Daisy, correct me if I'm wrong – if you need something to be ordered right now you could get your first and second approvals and also contact the purchasing department to make sure you turn the PO. Is that doable?

Ms. Ayala: That's doable.

Comm. Rivera: I just don't see many instances where the Superintendent, having more important things to worry about, has to get involved or yourself Ms. Shafer. I just don't see a need for these types of emergencies. You have the staff in place and a purchase order can be turned that day and you place your order in half an hour or an hour. I'm just clarifying that.

Comm. Kerr: But sometimes it's not an emergency situation. Sometimes somebody wants to circumvent the rules that we have in place. The reason this came up the last time is that we had a contract that did not pass through the correct channels that we have established. We got an audit finding for that and we're trying to put safeguards in the system that hopefully will flag a situation like that. When it happened the last time it was \$1 million. I can miss \$5, but \$1 million? We can't afford that. We have to make sure that we have safeguards in there so that everything comes into question. I don't care if it's Dr. Evans or just the janitor. Anywhere in between those two specs the question needs to be asked did you funnel this through the correct channel. That's what we need to do because if we don't then we're going to become a broken system and we will be only victimizing ourselves. I would like to see the language there and I would like to see the penalties that we prescribe for non-compliance clearly stated so it will be a retardant for people who don't want to comply.

Dr. Evans: Until a couple of years ago it was not unusual for a request to come through for me to approve a confirming order. Initially, I approved a few until I saw some patterns emerging. Typically it's the same people or the same school or the same department. Comm. Rivera, I would suggest to you that there is some substance to what you said in terms of individuals. Typically it's the same people. When I turned several of them back then it stopped. I refused to approve several of them once the pattern was clear. Typically there's a good reason, but there was also the possibility of picking up the phone and calling the right person to get the necessary approvals on a very short timeline and that was not occurring. It doesn't happen anymore. I haven't gotten any. I'm not talking about the \$1 million exception you're talking about, Mr. Kerr. I'm talking about some schools and folks in this building. I haven't gotten any in two years now because we denied them.

Comm. Kerr: So Daisy, we want to stick that language in there. Dr. Evans is on board with that language in there. That will cut across the entire district. I don't think we should be pressuring our purchasing department to do things. Thank you, Daisy.

Ms. Ayala: You're welcome.

Comm. Kerr: That concludes my report.

Facilities

Comm. Hodges: Facilities is going to be meeting tomorrow. We'll forgo that report tonight.

Comm. Irving: Are we going to do 5:30?

Comm. Hodges: We'll do 5:30.

Policy

Comm. Hodges: Mr. Simmons is not here.

Items Requiring Review and Comments

Personnel

Comm. Martinez: The personnel committee met yesterday, February 3, beginning promptly at 5:30. In attendance were Ms. McCoy, Ms. Cangelosi, Comm. Cleaves, Comm. Mimms, and myself. We thoroughly reviewed all personnel resolutions submitted through the committee. Let it be noted that as of today there are currently a total of 53 classroom instructional vacancies in the district, a number that has gone down since the last meeting in January. In the information packets that were passed down you will have a breakdown of them by categories of special education, bilingual, math - high school, math - grades 6-8, science - high school, and science - grades 6-8. Let it also be noted that the Paterson Public School District will be holding a series of job fairs throughout the winter and into the spring with the first already having taken place on January 30 at Rutgers. The remaining fairs will be at Seton Hall University, William Paterson, Centenary, NJCU, Ryder, Kean, and University of Delaware. Those dates are attached in the packets that you received. We acknowledged and reviewed the comments of the personnel recommendations of the State District Superintendent for the month of February 2015. This concludes my report. Are there any questions?

OTHER BUSINESS

Comm. Hodges: At this time, is there any Other Business? There has been some concern about personnel issues so I'll entertain a motion to go into executive session.

MOTION TO GO INTO CLOSED SESSION TO DISCUSS PERSONNEL

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

The Board went into executive session at 9:54 p.m.

The Board reconvened the meeting at 10:46 p.m.

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

The meeting was adjourned at 10:47 p.m.